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ABSTRACT

This practicum involved the development, implementation, and evaluation of a program which used a bibliotherapeutic approach to develop specific behaviors with three second graders and seven fifth graders, all in a resource program for students with emotional handicaps. A needs assessment survey of mainstream teachers identified needs in the following areas: responsibility, cooperation, conflict resolution, and truthfulness. Grade-appropriate literature was tailored to each of the targeted areas and was read to students daily. Various activities to further enhance the literature were carried out, including discussion, formal writing assignments, journal keeping, art activities, role playing, and audio and video taping. Critical thinking questions were posed and discussed to enhance self-expression and awareness in these areas. Although projected goals were not met, gains were made in each area by individual students. Students experienced attitude changes, improved self-concepts, and more realistic awareness of objective areas. Items in the appendix include the student contract, target behavior survey, the data collection chart, and critical thinking questions. (Author/DB)

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DEVELOPING SELF-AWARENESS AND SELF-ACCEPTANCE IN EMOTIONALLY HANDICAPPED STUDENTS THROUGH THE BIBLIOTHERAPEUTIC PROCESS

by

Elizabeth Randolph

A Practicum Report

Submitted to the Faculty of the Center for Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Master of Science.

The abstract of this report may be placed in a National Database System for reference.

August 1993

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Abstract

Developing Self-Awareness and Self-Acceptance in Emotionally Handicapped Students Through the Bibliotherapeutic Process, Randolph, Elizabeth F., 1993: Practicum Report, Nova University.
Descriptors: Bibliotherapy/ Critical Thinking/ Self-Concept/ Children's Literature/ Responsibility/ Cooperation/ Conflict Resolution/ Truthfulness/ Emotional Growth/ Self-Awareness/ Self Esteem/Problem Solving

The lack of self-awareness and self-acceptance of emotionally handicapped students was addressed using the bibliotherapeutic approach to children's literature targeting specific areas of behavior chosen from data gathered from a needs assessment survey of mainstream teachers of target population: responsibility, cooperation, conflict resolution, truthfulness. The target population, identified through the school based Student Study Team process, consisted of 10 students, three second graders and seven fifth graders, receiving one hour of services daily in the writer's Emotionally Handicapped Resource Program. Grade appropriate literature was chosen tailored to each of the targeted objectives and was read to students daily, by writer or guest readers. A variety of activities to further enhance the literature were carried out upon completion of daily reading sessions: discussion, formal writing assignments, journal keeping, artistic renderings, role playing activities, and audio and video taping sessions. Critical thinking questions were posed and discussed throughout the plan to enhance self-expression and awareness of stated objectives.

Although projected goals were not met, gains were made in each area by individual students. The target population experienced success in attitude changes, positive growth of self-concept and realistic awareness of objective areas resulting from the intense 12 week daily reading and discussion sessions comprising the therapy. Items in the appendix include student contract, target behavior survey, data collection chart, critical thinking questions.

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. When it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other professionals in the field and in the hope that my own work, presented here, will earn similar respect.

Elizabeth F. Randolph

Elizabeth F. Randolph

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Practicum Title Developing Self-Awareness and Self-Acceptance in Emotionally Handicapped Students Through the Bibliotherapeutic Process

Student's Name Elizabeth Randolph

Program Site Bradenton, Florida Date August 6, 1993

Observer's Name Janet Herr Janet M. Herr
(please print----------sign)

Observer's position ESE liaison Phone #(813) 925-2135

Observer's comment on impact of the project (handwritten):

Students were able to recognize situations and emotions of characters in fiction and identify similar experiences and feelings in their own lives. Students established a deeper respect and interest in the written word. Students were able to identify their own literary strengths and those of their peers. Students self-awareness and self acceptance appeared to increase as the lessons progressed.

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CHAPTER I

Purpose

The target school is a southwest Florida elementary school with a student population of 914 and a teacher/pupil ratio of 1:26. The school is a middle to upper middle class school serving only 129 free and reduced lunches. Many factors contribute to the support of the K-5 mainstream education at the target school. Currently in place are two 4-teacher clusters of non-graded continuous progress classrooms and one self-contained class for drop-out prevention for fourth and fifth graders.

A public pre-school is housed at the school site, with qualification of attendance based on need as dictated by county guidelines. Pre-school physically and visually impaired students attend a full day with access to all available school facilities and programs. Additionally, the school supports resource components for the following programs: Specific Learning Disabled, Emotionally Handicapped, Language, Speech and Hearing Pathology, Occupational Therapy, and English as

a Second Language. Placement in county programs often dictates the school site for a child outside of the districted area. The target school is a magnet school for the south county population of visually and physically impaired students.

Emotionally Handicapped (EH) children frequently exhibit behaviors which are anti-social, irresponsible, and impulsive and are therefore met with lack of acceptance by peers, teachers and other adults. The behaviors are often the result of a lack of awareness by the EH child of the impact of specific behaviors on others. Children are often hesitant to discuss the things that are bothersome, yet can hold that conversation utilizing plots and adopting character traits from stories and novels that target the situation or conflict. When students become aware of characteristics that allow others automatic acceptance, EH students can learn to apply specific characteristics to real-life situations in daily life.

The Emotionally Handicapped Resource population consists of 15 boys ranging in age from six to 11 years, three months. The students have each been identified through the Student Study Team process at

the building level for qualification for and participation in the program. The Student Study Team process begins with a referral by the classroom teacher or parent. The team consists of the school psychologist, Exceptional Student Education Liaison, classroom teacher, administrator, various resource teachers, depending on the specific case, and the parent(s). Discussion centers on past and current interventions used at home and at school. Recommendations are made for further testing and a time line is set up for follow-up discussion and/or staffing. Once a child qualifies for a resource program, an Individual Education Plan (IEP) enabling the teacher and parent to be aware of the projected outcomes of the resource program, is established and updated yearly.

When a student enters the EH resource program, a daily contract (Appendix A:65) is formulated by the writer, based on IEP goals and targeted behavioral objectives. The writer meets with the classroom teacher individually, then holds a conference with the student and teacher to establish guidelines and program

parameters unique to the situation. A daily schedule is devised and the student enters the program.

The target population included only 10 students currently identified as Emotionally Handicapped and receiving services of the writer in the Emotionally Handicapped resource program at the target school. The students have been identified through the Student Study Team process. Each student has been administered an individual psychological evaluation, Wechsler Intelligence Scale for Children, and a Connors Behavior Rating Scale. Seven students were fifth graders and three students were second graders.

The writer is a graduate of Miami University, Oxford, Ohio, holding a Bachelor of Science Degree in Education. The writer has completed the academic coursework in the fulfillment of requirements for Graduate Education Module Program of Nova University. The writer has 19 years of teaching experience which include 12 years in the elementary mainstream classroom, three years in the middle school mainstream classroom, two years in the elementary drop-out prevention mainstream classroom, one year in a Specific Learning Disabled/Emotionally Handicapped Resource

classroom, and is currently in the Emotionally Handicapped Resource classroom.

The assistant principal at the practicum site stated that 80 percent of the targeted group should achieve 55.75 percent or above on the behavior chart when followed for one week. Only, 40 percent showed 55.75 percent or above on the behavior chart when observed for one week, leaving a discrepancy gap of 40 percent.

Lack of student self-awareness and self-acceptance of behavioral needs was the targeted problem. Factors affecting the target population include deficiencies in the areas of responsibility, cooperation, conflict resolution, and truthfulness. The students' inability to achieve acceptance by self and peers was based on lack of self- awareness. To further identify and document social deficiencies, the writer conducted a survey (Appendix B:66) of the mainstream teachers for the targeted population to limit the behaviors to be impacted through bibliotherapy, as evidenced by observed and documented rating of behavior on individual daily behavior charts and compiled on data collection chart (Appendix D:69).

A compilation of daily individual behavior chart data (Appendix C:67) revealed that 60 percent of the target population showed 55.75 percent or above awareness of responsibility and cooperation, 50 percent showed 55.75 percent or above awareness of truthfulness, and 40 percent showed 55.75 percent or above awareness of conflict resolution as observed and documented by the classroom teacher and recorded by the writer on individual daily behavior charts.

The practicum put to use the resources of literature to target identified problem areas of responsibility, cooperation, conflict resolution and truthfulness. The development of an affective curriculum unique to the targeted problem areas utilizing bibliotherapy was an outgrowth of the practicum. Bibliotherapy was used to guide students through recognition, awareness and resolution of problems. Through stated objectives, students developed greater awareness and acceptance of self through the bibliotherapeutic processes.

The following objectives were chosen to develop awareness of responsibility, cooperation, conflict resolution and truthfulness in Emotionally Handicapped students through the bibliotherapeutic process. The goal of the objectives was self-acceptance and self-awareness by the target group.

1. After 12 weeks of bibliotherapy, 80 percent of the target population will achieve 55.75 percent or above awareness of responsibility as observed and documented by the classroom teacher and recorded by the writer on individual daily behavior charts.

2. After 12 weeks of bibliotherapy, 80 percent of the target population will achieve 55.75 percent or above awareness of cooperation as observed and documented by the classroom teacher and recorded by the writer on individual daily behavior charts.

3. After 12 weeks of bibliotherapy, 80 percent of the target population will achieve 55.75 percent or above awareness of truthfulness as observed and documented by the classroom teacher and recorded by the writer on individual daily behavior charts.

4. After 12 weeks of bibliotherapy, 80 percent of the target population will achieve 55.75 percent or above awareness of conflict resolution as observed and documented by the classroom teacher and recorded by the writer on individual daily behavior charts.

5. After 12 weeks of bibliotherapy, 80 percent of the target population will be able to use critical thinking skills to brainstorm two problem solutions when tested by the writer one on one in a tape recorded interview.

The writer chose stated objectives for the practicum as an outgrowth of a survey of, and interviews with, mainstream teachers regarding impacted behaviors. Objectives were IEP documented and applicable to both age groups. Each of the two groups, fifth graders and second graders, met with the writer for one hour daily. The writer had no need for outside resources, as the county library and school media center were adequate to meet the needs of the practicum.

CHAPTER II

Research and Solution Strategy

Bibliotherapy was a technique used to guide young children in dealing with emotional difficulties. The various stages of successful development in a child's maturity depended on self-concept, self-awareness, self-acceptance and awareness of others' viewpoints. Children were often reluctant to discuss emotions and problems. Books selected with care and insight helped bring about understanding of characters and knowledge of problem solving strategies (Afolayan, 1992).

Historically, bibliotherapy was traced back to a time around 300 B.C. in Alexandria, where an inscription was found on a library which read, "The nourishment of the soul." Aristotle believed and recorded that books affected emotions and that reading provided a healing process (Afolayan, 1992). John Galt recorded the first bibliotherapeutic treatment in 1840. Librarians began using bibliotherapy in 1904. A study titled, "Bibliotherapy: A Study in Results of Hospital Library Service," was an important advancement for the

therapy technique in the 1930's. Articles appeared in the 1940's concerning bibliotherapy. Dissertations by graduate students began to be done in the 1950's and case studies were contributed in the 1960's and 1970's (Afolayan, 1992).

The term 'therapeutic reading' was used by William and Karl Menninger, psychiatric physicians and early users of bibliotherapy to heal emotional problems. William Menninger published a paper in 1937, "Bibliotherapy," which gave more credibility to a growing interest in, and use of, the therapy (Ouzts, 1991).

Bibliotherapy was first used as a mental health therapy for hospital patients and was then adopted by psychologists. The therapy was introduced to school populations by guidance counselors. Bibliotherapy was thought to help people change attitudes about self and others and to facilitate adjustments (Ouzts, 1991).

Some of the earliest research of bibliotherapy theorized that only trained therapists should practice the technique. As the research evolved, Russell and

Shrodes recognized that bibliotherapy held possibilities for use by language arts teachers (Jalongo, 1983).

> Bibliotherapy is not a strange, esoteric activity, but one that lies within the province of every teacher of literature working with every child in a group. It does not assume that the teacher must be a skilled therapist, nor the child a seriously maladjusted individual needing clinical treatment. Rather it conveys the idea that all teachers must be aware of the effect of reading on children and must realize that through literature, most children can be helped to solve the developmental problems of adjustment which they face.
>
> Russell and Shrodes, as quoted by Jalongo(1983:796)

The most profound argument that favored bibliotherapy was the concept, agreed upon by most educators, of dealing with the whole child. A goal of education during the past decade was the development of the whole child. The author used the term 'developmental bibliotherapy' which combined instructive and imaginative materials for use with small groups. The goal of developmental bibliotherapy was to achieve self-actualization (Afolayan, 1992).

Through stories and characters children developed better understanding of, and shared feelings about, real life problems(DiSturco, 1984). Children's books and stories about various topics including conflicts, responsibility, death, divorce, persistence and friendships helped children find guidance (Afolayan, 1992). The themes in children's literature were as diverse and complex as the personalities and problems of children (Jalongo, 1983). Shrodes described three interdependent stages in psychotherapy used with bibliotherapy: identification, catharsis and insight (DiSturco, 1984). Identification with a story character by experiencing feelings, understanding motives and options, and exploring solutions produced a role model. The role model was used to analyze solutions and changes that allowed the reader to view successful control of the situation. A realization surfaced that a character controlled events by changing, coping, and searching for alternatives (Davison, 1983). The reader modeled and developed techniques for problem solving as viewed through the characters of books and stories (Afolayan, 1992).

Bibliotherapy in the classroom was not used as a clinical method, but as a tool to help children learn to cope with emotional disruptions or patterns using association with story characters. Literature provided insight into situations and alternatives for problem solving (Hendrickson, 1988). Books not only offered solutions, but broke attitudinal barriers to learning. Bibliotherapy represented another intervention technique used to solve EH students' difficulties (Ouzts, 1984).

Through bibliotherapy, students faced, solved and anticipated problems and challenges. Reganick (1991) noted that the need to solve problems was a way for students to internalize and externalize the use of resources. Bohning, as cited by Afolayan (1992), observed that reading and discussing feelings developed an increase in emotional self-awareness. Children were constantly seeking answers, looking for identity and questioning rules and the order of things. Book characters and plots allowed children to live through experiences, see and find solutions and gain new awareness (Davison, 1983). Books were useful for viewing positive self-concepts of characters and

implementing changes in attitudes and perceptions (Hebert, 1991). Literature helped children broaden points of view on people, differences and social issues (Sullivan, 1987). Students needed to internalize the meaning of responsibility and other life skills in order to learn to overcome obstacles children would meet (Reganick, 1991).

A research project was completed by Blake(1988), entitled The Effect of Bibliotherapy on the Self-Esteem of Sixth Graders. The project used six students, two boys and four girls; two were low readers, three were average readers and one was an above average reader. The group met for one 45 minute after-school session weekly, for six weeks. The reading was assigned and the students read independently. The students were given the Culture Free Self-Esteem Inventory (SEI) for Children and Adults as a pretest. The students were assigned to read the book, Shadow of a Bull, by Maia Wojciechowski, which dealt with decision making and problem solving. Group discussions were conducted about the way the character reacted to events and how the students reacted to the same events. Problem areas were emphasized through questions about whether others

had a right to make decisions for an individual and other topics.

When the book was completed, students were once again given the Culture Free Self-Esteem Inventory for Children and Adults. The pretest and posttest results were compared and analyzed to discern if bibliotherapy had produced an effect on self-esteem. The results supported that a modest, although not significant, increase had been achieved. Blake suggested the use of filmstrips, videos and audio cassettes to further augment the results (Blake, 1988).

Visits by the writer to district EH Resource and EH Full Time classrooms revealed the teachers using techniques for behavior management including contracts and point systems, while academic instruction and tutorial sessions were also employed with EH students. Very little affective curriculum was put in place in the district. Development and implementation of affective instruction was left to the discretion of the individual teacher.

Teachers of EH students have traditionally utilized behavior modification techniques to alter students' behaviors. The writer believes that

bibliotherapy can enhance and have a meaningful impact on the behavior management of EH students. Through the teaching techniques of cause and effect, inferential thinking, problem solving and brainstorming, the students learned to identify character traits and apply successful strategies used in the book to real-life situations which impact the students. Bibliotherapy gives the child the opportunity to make and correct errors many times over through characters, plots, and problem solving.

The objectives to be addressed by the bibliotherapeutic process have been identified as awareness of responsibility, cooperation, conflict resolution and truthfulness. The writer identified literature that connects the reader, problems, character and solution. The student experienced the feeling, action and emotions of the characters and related the same to self. The problems of characters in stories and novels were resolved, thus setting a model for the student to find solutions to like situations(Afolayan,1992)(Davison,1983)(Hebert,1991) (Jalongo, 1983)(Ouzts,1984)(Ouzts, 1991).

The writer's solution strategies included two 1-hour sessions daily in the resource program during the regular school day for 12 weeks, the length of intervention also used by DiSturco(1984) and Reganick(1991). There was one daily 1-hour session with the second graders four days a week and one daily 1-hour session with the fifth graders five days a week. Blake(1988) used only one 45-minute after-school session for the limited time of six weeks. The number of students was 10 altogether as compared to Blake's (1988) use of six and DiSturco's (1984) use of 16.

Blake(1988) used group discussion as the bibliotherapeutic tool. DiSturco(1984) used reading sessions and group discussions. Discussion was not the exclusive problem solving tool used by the writer. Reganick(1991) used problem solving techniques involving critical thinking skills, as did the writer. Journal writing, dramatic representation, artistic rendering and brainstorming sessions were utilized to enhance the bibliotherapeutic process. Blake(1988) recommended the use of filmstrips, videos and listening

cassettes to further affect the results. The practicum included the following aspects: student readers, guest readers, videotaping of activities and teletherapy, the retelling of stories. The writer maintained a daily log of notes and observations during the therapy intervention.

The bibliotherapy functioned as a springboard to identify traits of characters and plot situations, through brainstorming and problem solving, relating situations to real world problems and developing successful solutions. Student readers, guest readers, audio and video cassette tapes, and audio and video taping were used to aid implementation. All materials and items used in culminating activities, except school supplies, were provided by the writer.

CHAPTER III

Method

The 12-week implementation procedure of the practicum addressed each of the four objectives with a three-week plan. The first three-week session addressed responsibility, the second addressed cooperation, the third addressed conflict resolution, and the fourth addressed truthfulness. Two grade levels were used in the study, therefore there were two 12-week implementation plans.

The materials and equipment used for implementation were books borrowed from the school or local libraries, books purchased at local book stores, audio cassette tapes and recorders, video cameras and tapes, journals, and art supplies. Any additional supplies were provided by the writer. Films, videos or filmstrips were school resources. The reader was the practicum writer unless otherwise stated. The number of books selected for second grade was greater than the number selected for fifth grade. The primary books

were shorter and required less time to read than the intermediate level books.

Inherent in the EH program and population came the underlying reality that there were going to be days when the group could not be receptive to the therapy. The target population could be transient, due to staffing of new students and reevaluation of present population. Additionally, in the writer's capacity as EH Resource person, crisis intervention was a critical aspect of the school day. The distractors may have inhibited the daily flow of the therapy and were noted in the writer's daily log of events.

To address the objective of awareness of responsibility, the writer read the books, Arthur, For the Very First Time, When the Boys Ran the House, and Two Bad Ants to the target group of fifth graders. Following each reading session, questions involving critical thinking skills were posed by the writer to initiate discussion about characters, plot and awareness of responsibility (Appendix E:70-71).

The writer read Arthur, For the Very First Time, over a six-day period. The students kept a notebook of thoughts and observances from each day's

reading,listed the problems faced by the characters as well as similar problems occurring in real life, and noted the outcome of the plot. Students illustrated two passages from personal notebooks, then shared and displayed the illustrations in the Resource classroom.

The writer initiated discussion reviewing the book and students designed an album cover for a recording of songs sung by a character in the book, to be displayed in the Resource classroom. The students liked the book and showed awareness of the significance of the main character's willingness to accept responsibility after having had things done for him in the past. The change occurred through meeting a new friend. The friend was very independent and encouraged that quality in Arthur.

The writer read <u>When the Boys Ran the House</u> over a four-day period, with discussion and critical thinking questions (Appendix E:70) regarding awareness of responsibility. The writer ended each reading session at a point where a prediction about future events could be elicited. The students wrote a summary of the day's reading, made predictions as to what would happen next, and compared the previous day's predictions to the

reality. The students' desire to discuss was far greater than the desire to write. The students were able to create another humorous situation for the story characters, and design a problem situation and create a solution for the problem using story characters through discussion instead of written language. The book was a particularly good springboard for discussion in the area of responsibility. The students were highly interested in the characters and events.

The writer read the book Two Bad Ants and initiated discussion about responsibility by posing questions requiring critical thinking (Appendix E:71). The students understood the price to be paid by not following directions and enjoyed the idea of reading a 'little kids' book. The writer conducted individual tape recorded interviews. Students demonstrated critical thinking by brainstorming to provide two possible solutions to characters' problems from the books presented (Appendix E:70-71). The students created a book cover for Arthur, For the Very First Time and made clay representations of a scene from Two Bad Ants. The book covers and clay scenes were displayed in the Resource room.

To address the objective of awareness of responsibility, the writer read Two Bad Ants, Love You Forever, How My Parents Learned to Eat, What's Claude Doing?, William's Doll, Charlie Needs A Cloak, The Berenstain Bears Don't Pollute (Anymore), Clean Your Room, Harvey Moon, Beauty and the Beast, and Pierre to the target group of second graders. Following each reading session, questions involving critical thinking (Appendix E:70-73) were posed by the writer to initiate discussion about characters, plot and awareness of responsibility. After the daily discussions, the students completed activities relating to the books and stated objectives. The culminating activities for the sessions on awareness of responsibility included journal writing, artistic renderings and clay sculpting of specific book scenes, letter writing, and poster making. The writer questioned each student individually in a tape recorded interview using questions from the books (Appendix E:71-73). The students demonstrated critical thinking skills by brainstorming two solutions to characters' problems from the book.

How My Parents Learned to Eat was the students' least desirable of the books read because of the difficulty relating to two different cultures. However, the activity of learning to eat with chopsticks was a favorite. The writer had to explain the areas of responsibility in Beauty and the Beast, as some of the responsibility was implied. All other books and activities were well-received. The students were able to discern areas of responsibility independently.

The books and activities used helped students identify areas of responsibility. Students were eager for discussion more than any other activity following each reading session. The writer noted as a result of the first section of implementation that the particular students were eager to openly verbalize ideas and thoughts. Information received by the writer from mainstream teachers indicated an unwillingness in the students to participate openly in the large classroom setting. The students found a comfort zone in the smaller setting, where ideas expressed were neither right nor wrong, but pertinent. The students at both grade levels did begin to verbalize a greater

understanding of individual responsibility. At the time, the writer felt strongly that the second graders were more willing to be enthusiastic about the project than the fifth graders.

The second three-week session focused on awareness of cooperation. To address the objective of awareness of cooperation, the writer read the book Sign of the Beaver and planned to read The War With Grandpa to the target group of fifth graders. Following each reading session, questions involving critical thinking (Appendix E:74-75) were posed by the writer to initiate discussion about characters, plot and awareness of cooperation. After daily discussions, the students completed activities relating to the books and stated objectives. The culminating activities for the sessions on cooperation included daily journal writing, artistic renderings of scenes from the books and journals and completing an essay. The writer held individual tape recorded interviews with each student. The students demonstrated critical thinking skills by brainstorming two solutions to characters' problems from the books presented. The students wrote an essay

entitled "Why My Room is Special to Me" and cooperated in playing a game of Monopoly.

The writer read Sign of the Beaver over a five-day period. The writer initiated discussion about characters, plot and awareness of cooperation by posing questions requiring critical thinking (Appendix E:74). The student completed journal entries including a chart of valuable lesson each main character learned from the other, with small illustrations, and shared journals and illustrations with the class. The students discerned from the book much about people of different cultures not readily accepting each other. When the characters had to become mutually dependent, students began to see that cultural differences became subordinate to the need to survive. Out of the need, a true relationship of depth was formed. The book was, by far, the favorite selection of the fifth graders and became the vehicle for real interest in the therapy. The book Sign of the Beaver covered each objective of the project, as recognized by the students. The writer considered the realization a milestone.

The writer intended to read The War With Grandpa. All students in the target population had read the book the previous year. The writer obtained tape recorded excerpts from the book for classroom use. A review of the book, pertinent discussion and activities were carried out after the listening session.

To focus on the objective of awareness of cooperation, the writer read Swimmy, It's Mine!, Frog and Toad Are Friends, Goggles, The Patchwork Quilt, The Grouchy Ladybug, Johnny Appleseed, Stone Soup, Today Was A Terrible Day!, See You Tomorrow, Charles, and Brother Eagle, Sister Sky to the target group of second graders. Following each reading session, the writer posed questions requiring critical thinking (Appendix E:75-76) to initiate discussion about characters, plot, and awareness of cooperation. After the daily discussions, the students completed activities relating to the books and stated objectives. The culminating activities for the sessions on cooperation included journal writing, role playing, artistic renderings, making a quilt square, tape recorded conversations, eating apples and soup, and painting. The writer held

individual tape recorded interviews with each student. The students demonstrated critical thinking skills by brainstorming two possible solutions to characters' problems from the books presented.

The only book the students found unsatisfactory was Goggles, and the writer felt students did not readily understand the concept of cooperation as presented therein. Students enjoyed the guest reader's interpretations of three stories. Brother Eagle, Sister Sky was a favorite of writer and students. The global awareness shown by second graders was evidenced by the necessity of re-reading some books to meet students' requests. Each student read from the book, written at a higher level than the other selections, but worth the struggle.

To address the objective of awareness of conflict resolution, the writer read the books Five Finger Discount, Who Hates Harold?, and Alexander and the Terrible, Horrible No-Good Very Bad Day to the target group of fifth graders. Following each reading session, the writer posed questions requiring critical thinking (Appendix E:77-78) to initiate discussion about the characters, plot and awareness of conflict

resolution. After the daily discussions, the students completed activities relating to the books and stated objectives. The culminating activities for the sessions on conflict resolution included keeping a case by case dossier, identifying factors influencing daily life and making illustrated dictionaries. The writer conducted individual tape recorded interviews with each student. The students demonstrated critical thinking by brainstorming two possible solutions to characters' problems from the books presented. The writer began Homer Price, but lack of student interest and a three day absence of the writer negated the use and effectiveness of the resource.

Students interjected questions about and examples from a previously read book, Shiloh, as perfect examples of conflict and conflict resolution. The students identified with the peer pressure evidenced in Who Hates Harold?. The discussion following Five Finger Discount was illuminating to the writer with regard to the students' personal experiences. Students understood the conflict and resolutions from the literature, although that area is the most difficult

for the target population to handle appropriately in day-to-day situations.

To address the objective of conflict resolution, the writer read Alexander and the Terrible, Horrible No-Good Very Bad Day, Who Hates Harold?, The Hating Book, The Berenstain Bears Get in a Fight, The Berenstain Bears Trouble With Friends, The Pain and the Great One, and selected entries from Big Book for Peace to the target group of second graders. Following each reading session, the writer posed questions requiring critical thinking (Appendix E:78-79) to initiate discussion about the characters, plot and awareness of conflict resolution. After the daily discussions, each student completed activities relating to the books and stated objectives. The culminating activities for the sessions on conflict resolution included role playing, artistic renderings and journal writing. While all the books were enjoyed, the students were the most taken with the Berenstain Bears series. The students were readily able to relate to the characters and conflicts presented.

To address the objective of awareness of truthfulness, the writer read the books Otherwise Known as Sheila the Great, On Your Honor, Sam, Bangs and Moonshine, "The Stupid Joke" from Dark Forces, "Tar Baby" from Uncle Remus, and The Big, Fat, Enormous Lie to the target group of fifth graders. Following each reading session, the writer posed questions requiring critical thinking (Appendix E:80-81) to initiate discussion about characters, plot and awareness of truthfulness. After the daily discussions, the students completed activities relating to the books and stated objectives. The culminating activities for the sessions on awareness of truthfulness included journal writing, essay writing and viewing the video Tom Sawyer. The writer conducted individual tape recorded interviews with each student. The students demonstrated critical thinking by brainstorming two possible solutions to characters' problems from the books presented.

"Tar Baby" was not easily understood, however all other selections were appropriate. Students began to understand how lying to build up character or accomplishments can create a 'black hole' with regard

to relationships, from Otherwise Known as Sheila the Great. By far, the most effective selection was On Your Honor. Students saw an implied lie causing the accidental death of a close friend. Students realized that pushing the limits of parental permission into unacceptable areas created the tragic results.

To address the objective of awareness of truthfulness, the writer read Liar, Liar, Pants on Fire, The Big, Fat Enormous Lie, The Berenstain Bears Tell the Truth, The Boy Who Cried Wolf, Peter and the Wolf, Sam, Bangs, and Moonshine, "Tar Baby" from Uncle Remus, Strega Nona, Pinocchio, "Sick" and "True Story" from Where the Sidewalk Ends, and "The Stupid Joke" from Dark Forces to the target group of second graders. Following each reading session, the writer posed questions requiring critical thinking (Appendix E:81-82) to initiate discussion about characters, plot and awareness of truthfulness. After the daily discussion, the students completed activities relating to the books and stated objectives . The culminating activities for the sessions on awareness of truthfulness included journal writing and artistic renderings. The target group students were less likely to speak about feelings

or feel comfortable writing all the time. Therefore, sharing journal writings and drawing became creative outlets for communication. The writer conducted individual tape recorded interviews. The students demonstrated critical thinking skills by brainstorming two possible solutions to characters' problems from the books presented.

"Tar Baby" was beyond the realm of student understanding, as was Peter and the Wolf, without writer explanation. Sam, Bangs, and Moonshine brought home the fact that continued lying caused others to lose faith. All other books were well received, as were the poems presented. The group was very open about lies from personal experiences, more so than the older group.

The intent of the practicum was to develop awareness of responsibility, cooperation, conflict resolution, and truthfulness in Emotionally Handicapped students through the bibliotherapeutic process. The outcome objectives raised student awareness as documented by the classroom teacher and recorded by the writer on individual behavior charts.

CHAPTER IV

Results

The need for awareness of responsibility, cooperation, conflict resolution and truthfulness in the target group was addressed through the bibliotherapeutic process. The writer felt through verbalization students had a clear understanding of the need for acceptance of self, responsibility for self and actions and active participation with the environment. The writer observed students more closely and critically and found that students did not always act according to knowledge attained. Many personal situations were brought to discussion through characters and situations presented in the literature.

Personal philosophies and values surfaced in discussion resulting in observances, evaluations and criticisms from the group. The writer's evaluation of the day to day success of the practicum was based on group success, regardless of numerical data from daily behavior charts. One student, sexually abused and in denial of same, had negative growth in many of the

areas of awareness stemming not from the effects of the bibliotherapy, but from the emotionalities associated with the particular case. Another student, coping with the death of the mother, was facing the struggle of a disorganized household, and showed negative results in responsibility, cooperation and conflict resolution. Individual case studies involving the target population could have a dramatic effect on the results of the bibliotherapy. The writer chose to look at the target population students within the framework of the school environment to gather results.

The practicum did not meet projected numerical objectives set forth. A great deal of success was observed by the writer and assistant principal. Student interaction, exchange of ideas, expression of thought and verbalized awareness became more prolific with each implementation session. The lack of success of practicum goals, on paper, does not reflect negatively on the students nor the bibliotherapy. The success of the practicum comes then in the individual growth of students in the target group regarding awareness of stated objectives.

The small group setting was ideal for the exchange of ideas and philosophies. The target group was particularly reluctant to share ideas and values in the mainstream. Fear of rejection and ridicule kept target group students silenced in the mainstream. Once students began expressing ideas and found acceptance within the small therapeutic group, discussion flowed more profusely, truthfully and meaningfully. The small group setting afforded a comfort zone for discussion of characters' problems while mirroring the problems faced daily by the target population.

The students were frequently surprised, surprised each other and the writer with the depth of understanding of complex social and moral issues raised in the literature. The literature, for the most part, was highly successful. Students in the target groups were reticent to read independently, but developed a true love for literature after being read to and would initiate follow up by requesting additional books on the same topics at the school library.

Regardless of actions in the large mainstream, the bright, articulate, worthy target group students' needs have not been met in the day to day elementary curriculum. The bibliotherapy became an avenue for the target population to experience awareness, acceptance and self examination of personal values and beliefs.

The intent of the practicum was to develop awareness of responsibility, cooperation, conflict resolution, and truthfulness in Emotionally Handicapped students through the bibliotherapeutic process. The outcome objectives raised student awareness as documented by the classroom teacher and recorded by the writer on individual behavior charts.

Eighty percent of the target population was able to demonstrate critical thinking skills. The target population successfully demonstrated critical thinking skills by brainstorming two possible solutions to characters' problems from the literature presented. Two students were unwilling to participate in the audio taped brainstorming sessions. One student was reluctant to participate in the video taped sessions.

The goal of 80 percent of the target population achieving 55.75 percent awareness of responsibility was not achieved. Fifty percent of the target population achieved 55.75 percent awareness of the objectives before therapy (Appendix C:67); 70 percent achieved 55.75 percent awareness after the therapy (Appendix C:68), showing a growth rate of 20 percent.

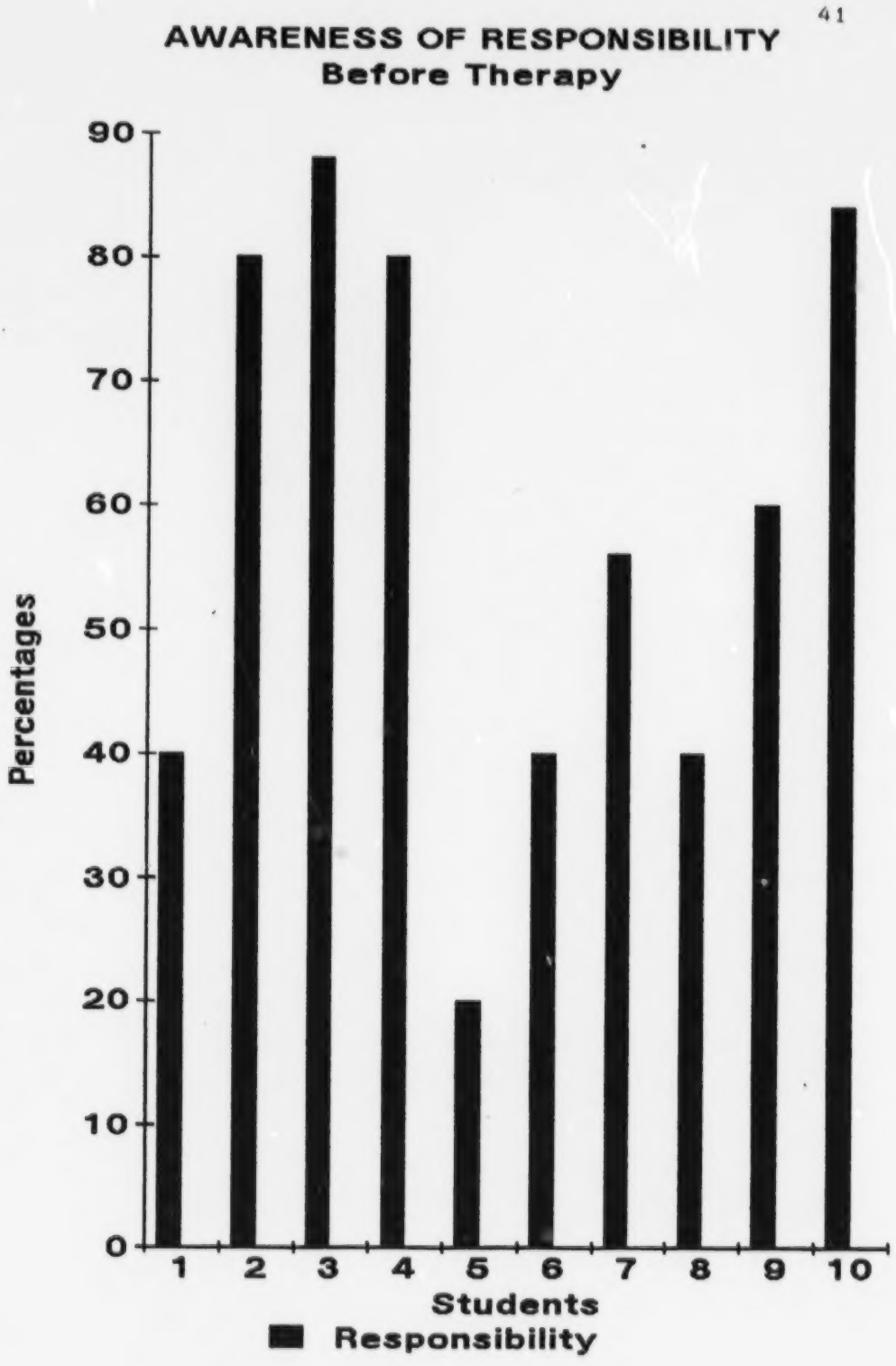
Table 1

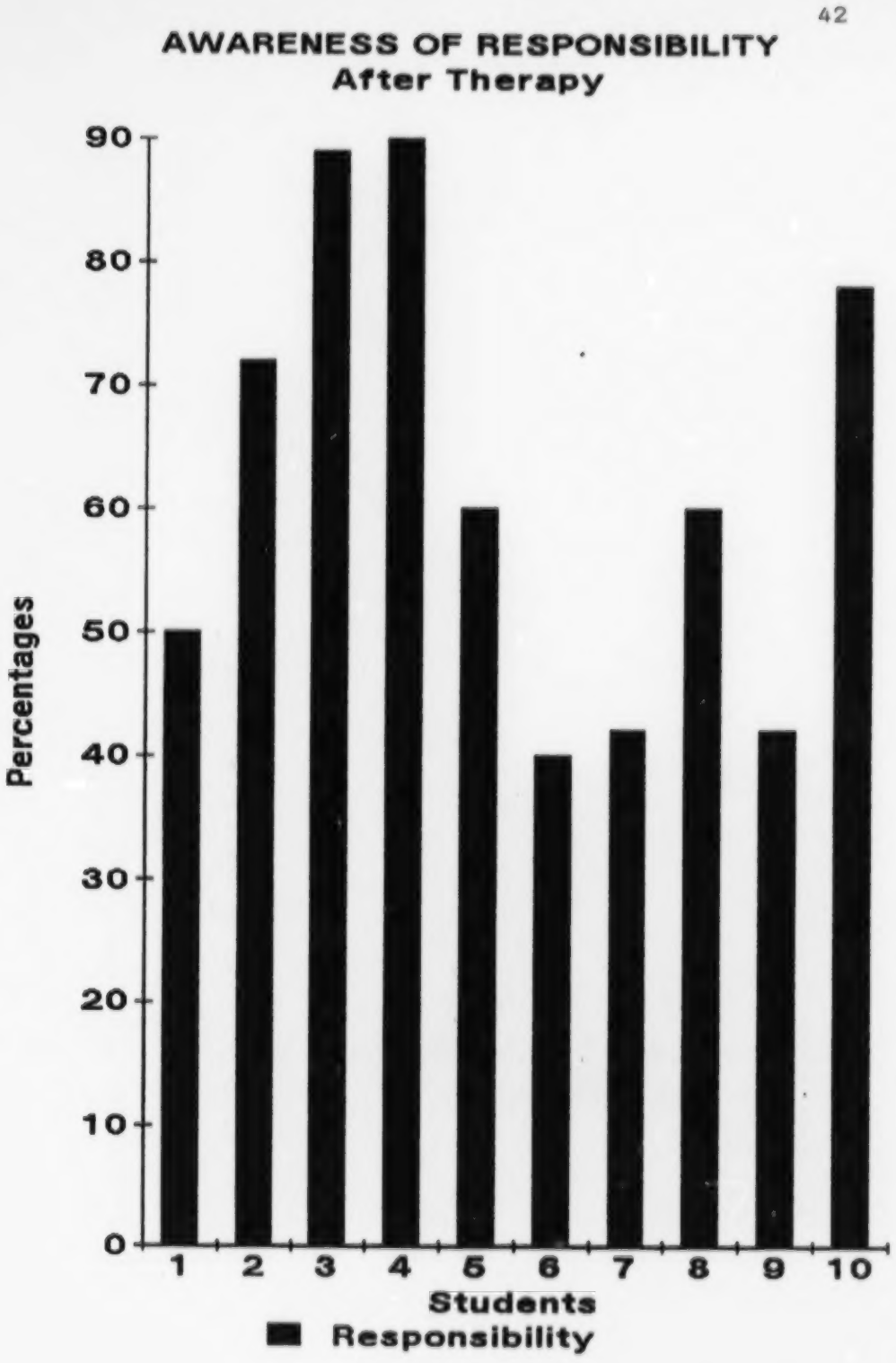
Awareness of Responsibility

Students	Before	After	Change	Goal Met?
1	40%	50%	10%	
2	80%	72%	-8%	*
3	88%	89%	1%	*
4	80%	90%	10%	*
5	20%	60%	40%	*
6	40%	40%	0%	
7	42%	56%	14%	*
8	40%	60%	20%	*
9	60%	42%	-18%	
10	84%	78%	-6%	*

Table 1 reveals seven students from the target group met the goal of 55.75 percent awareness of responsibility after 12 weeks of bibliotherapy. The writer noted growth in six of the students. The writer considered the objective to be successful due to the interest and awareness exhibited by the target group during the therapy. Students at the second and fifth grade levels showing any growth in the area of responsibility is a success.

The following two graphs represented awareness percentages before and after therapy. The third graph represented the percentage of change exhibited by individual students in the area of awareness of responsibility. In the area of awareness of responsibility, six students showed a positive growth rate, from one percent to 40 percent, one student showed no change and three students showed negative change. There was more positive growth than loss, signifying an effect by the bibliotherapy.


AWARENESS OF RESPONSIBILITY
Before Therapy
Percentages
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
Students
Responsibility


AWARENESS OF RESPONSIBILITY
After Therapy
Percentages
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
Students
Responsibility

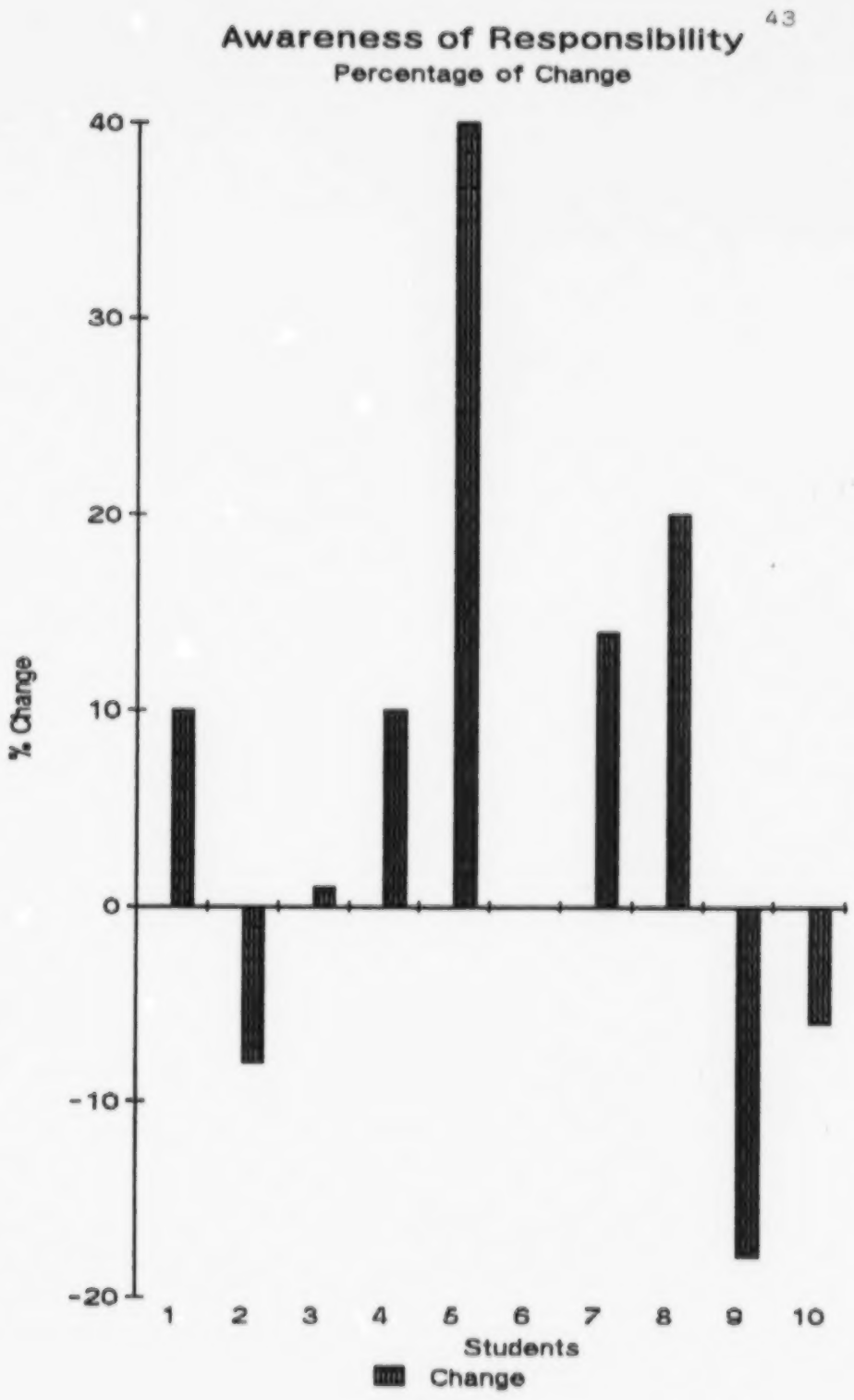

Awareness of Responsibility
Percentage of Change
40
30
20
10
0
-10
-20
% Change
1
2
3
4
5
6
7
8
9
10
Students
Change

Table 2

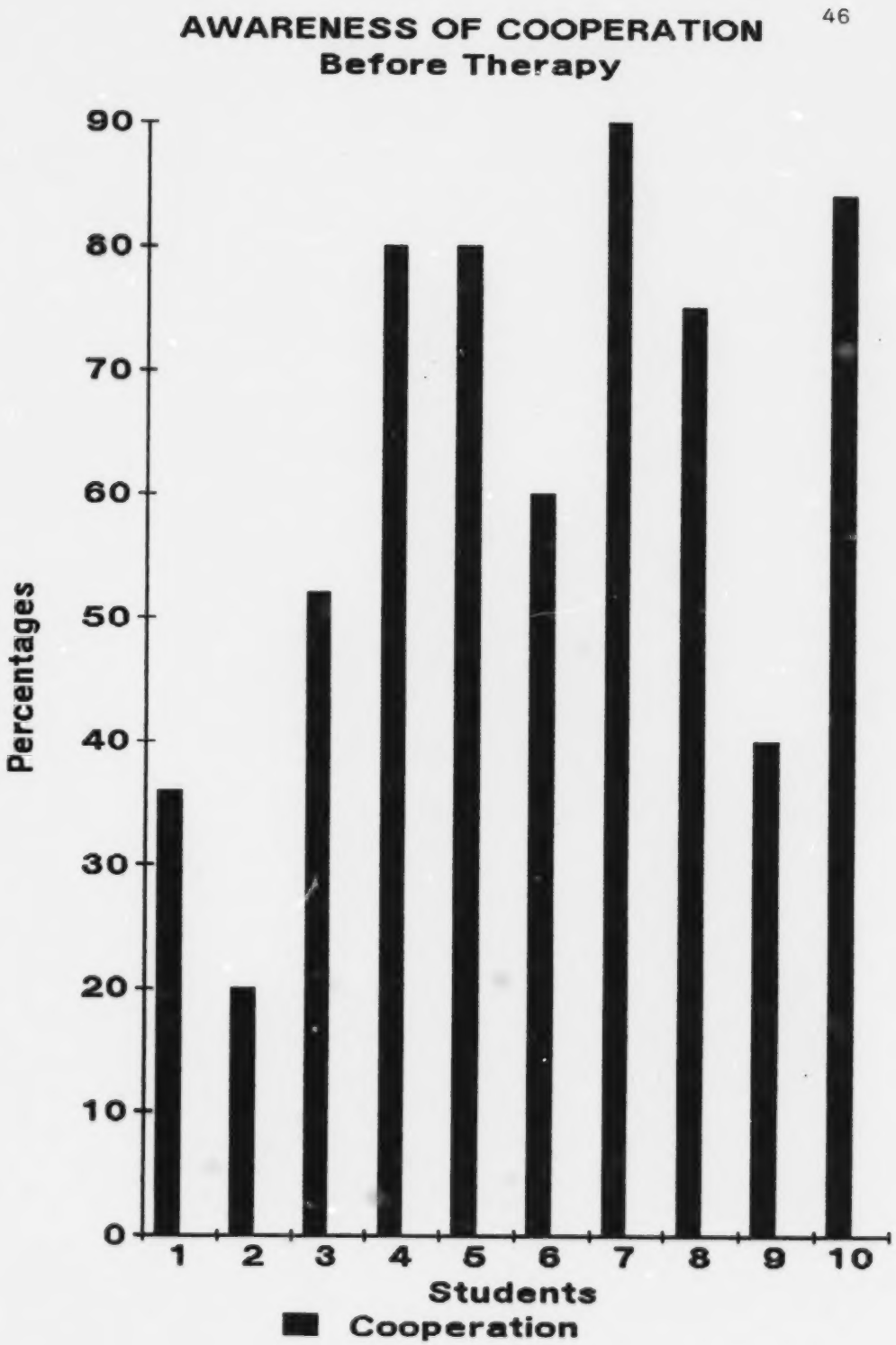
Awareness of Cooperation

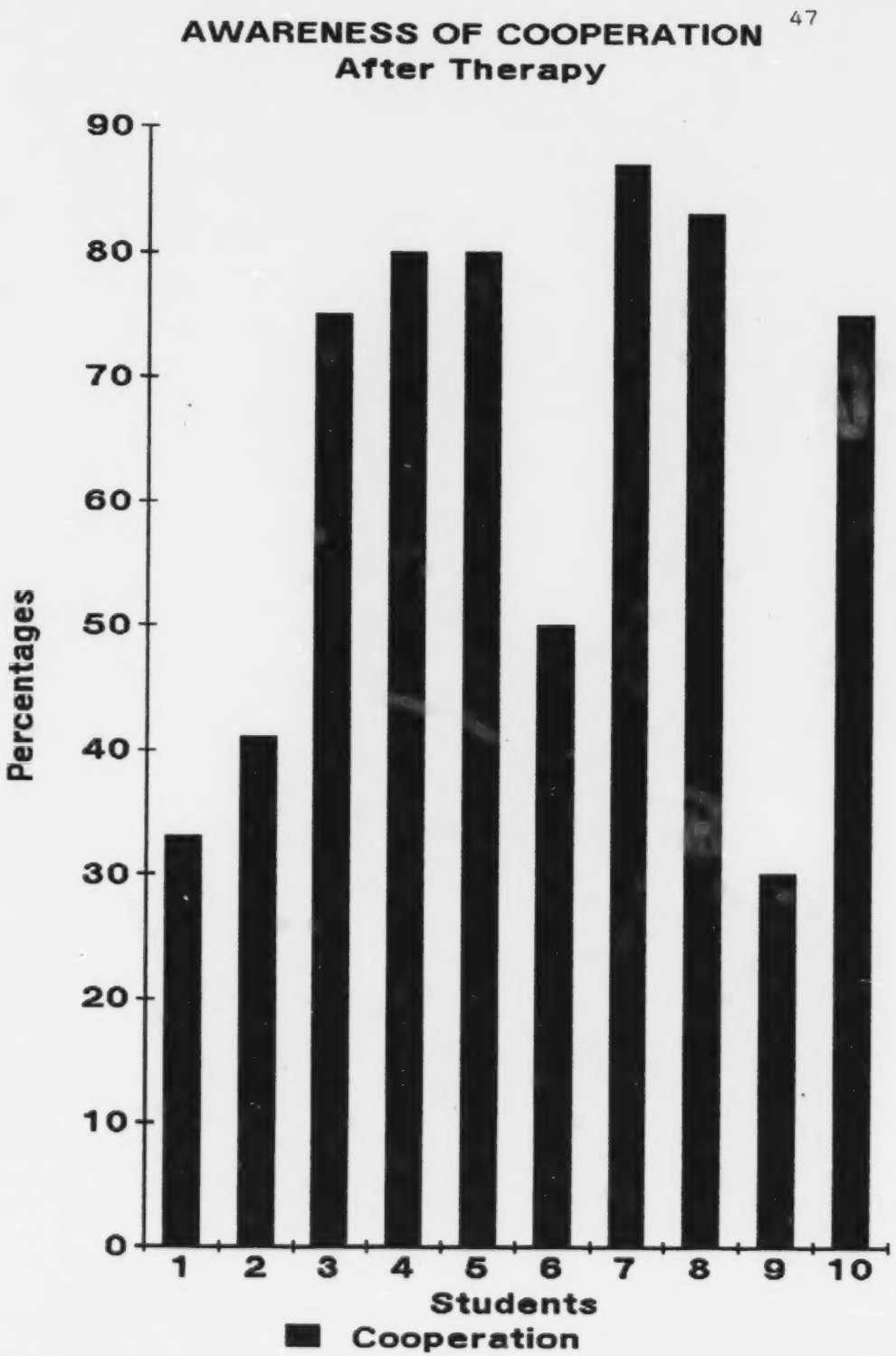
Students	Before	After	Change	Goal Met?
1	36%	33%	-3%	
2	20%	41%	21%	
3	52%	75%	23%	*
4	80%	80%	0%	*
5	80%	80%	0%	*
6	60%	50%	-10%	
7	87%	90%	3%	*
8	75%	83%	8%	*
9	40%	30%	-10%	
10	84%	75%	-9%	*

Information from Table 2 shows that 60 percent of the target population achieved the goal of 55.75 percent awareness of cooperation after 12 weeks of bibliotherapy. The goal of 80 percent of the target population achieving 55.75 percent awareness was not met. The percentage of awareness remained 60 percent throughout the bibliotherapy, advances by one student balancing losses by another.

The following two graphs represented awareness percentages before and after therapy. The third graph represented the percentage of change exhibited by individuals in the area of awareness of cooperation. In

the area of awareness of cooperation, the positive growth percentage of change for four students was from three to 23 percent, two students showed no change, and four students had negative results up to negative 10 percent. Second and fifth graders in the target group showed awareness of cooperation in the Resource room during the bibliotherapy. The students were unable to maintain that awareness within the mainstream.


AWARENESS OF COOPERATION
Before Therapy
Percentages
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
Students
Cooperation


AWARENESS OF COOPERATION
After Therapy
90
80
70
60
50
40
30
20
10
0
Percentages
1
2
3
4
5
6
7
8
9
10
Students
Cooperation

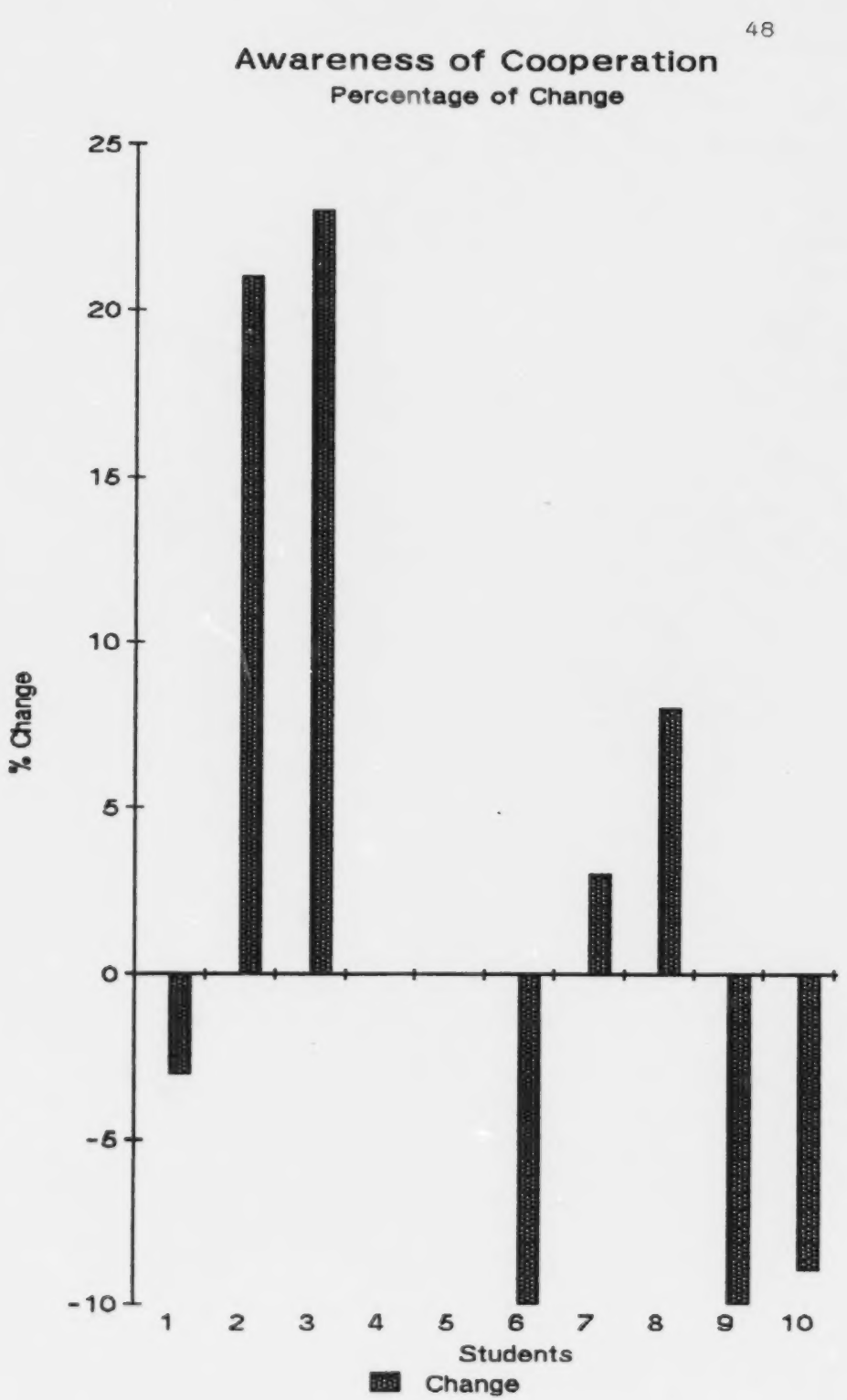

Awareness of Cooperation
Percentage of Change
25
20
15
10
5
0
-5
-10
% Change
1
2
3
4
5
6
7
8
9
10
Students
Change

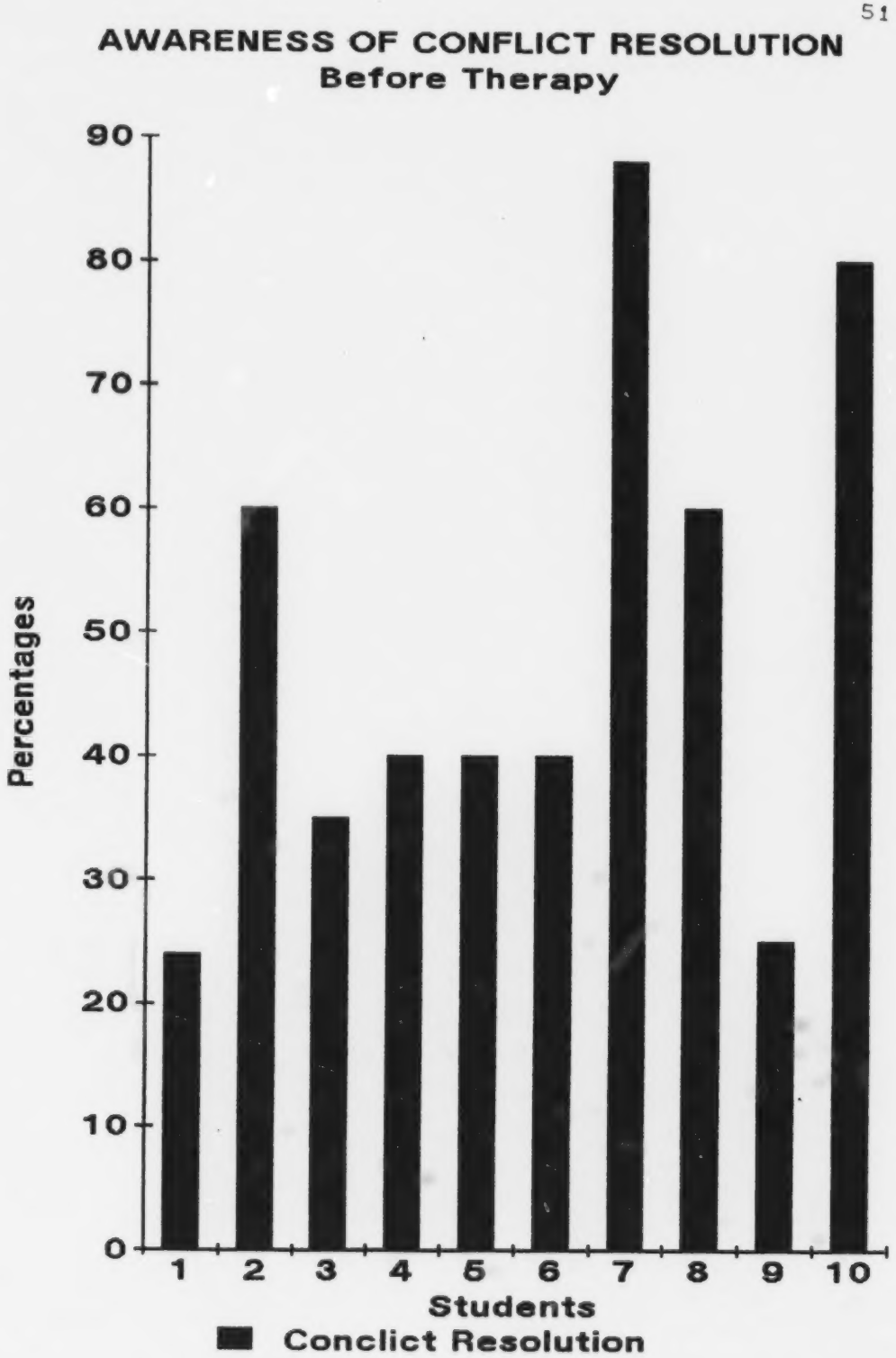
Table 3

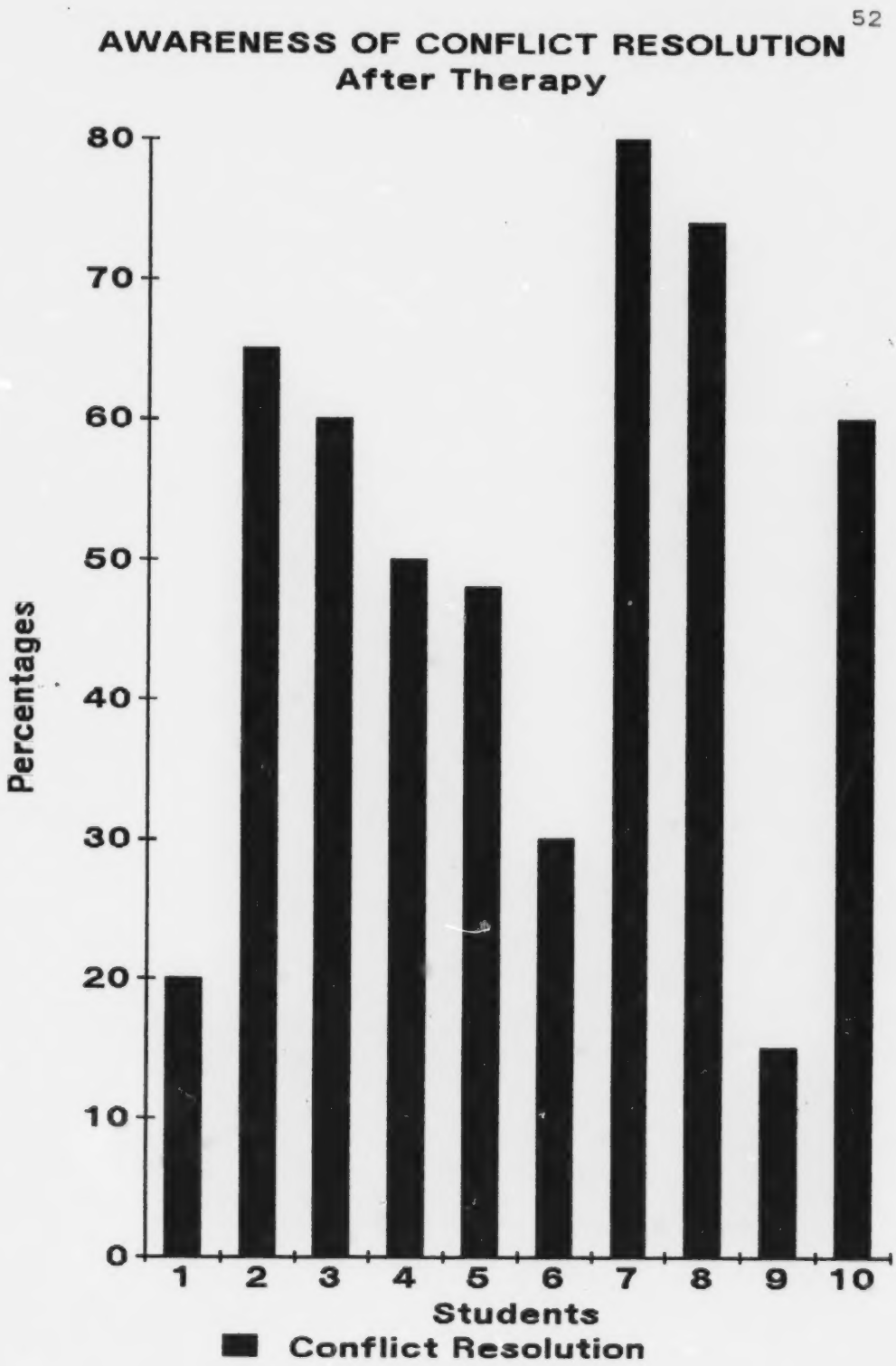
Awareness of Conflict Resolution

Students	Before	After	Change	Goal Met?
1	24%	20%	-4%	
2	60%	65%	5%	*
3	35%	60%	25%	*
4	40%	50%	10%	*
5	40%	50%	10%	
6	40%	30%	-10%	
7	80%	88%	8%	*
8	60%	74%	14%	*
9	25%	15%	-10%	
10	80%	60%	-20%	

Conflict resolution was a challenging area for the target group. The goal of 80 percent of the target population achieving 55.75 percent awareness of conflict resolution was not achieved. The target group achieved 50 percent awareness of conflict resolution after 12 weeks of bibliotherapy. Before the therapy, the target group achieved 40 percent awareness. The growth rate after the therapy was 10 percent.

The following two graphs represented awareness percentages before and after therapy. The third graph represented the percentage of change exhibited by individuai students in the area of awareness of conflict resolution. Awareness of conflict resolution was an area of utmost importance to teachers of Emotionally Handicapped students. The percentage of change was great in some students, others showed negative awareness percentages. Five students showed gains in awareness of conflict resolution, from five to 25 percent, and five students showed loss of awareness after 12 weeks of bibliotherapy. The practicum writer noted that personal gains for Emotionally Handicapped students with regard to conflict resolution were a sign of success.


AWARENESS OF CONFLICT RESOLUTION
Before Therapy
Percentages
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
Students
Conclict Resolution


AWARENESS OF CONFLICT RESOLUTION
After Therapy
80
70
60
50
40
30
20
10
0
Percentages
1
2
3
4
5
6
7
8
9
10
Students
Conflict Resolution

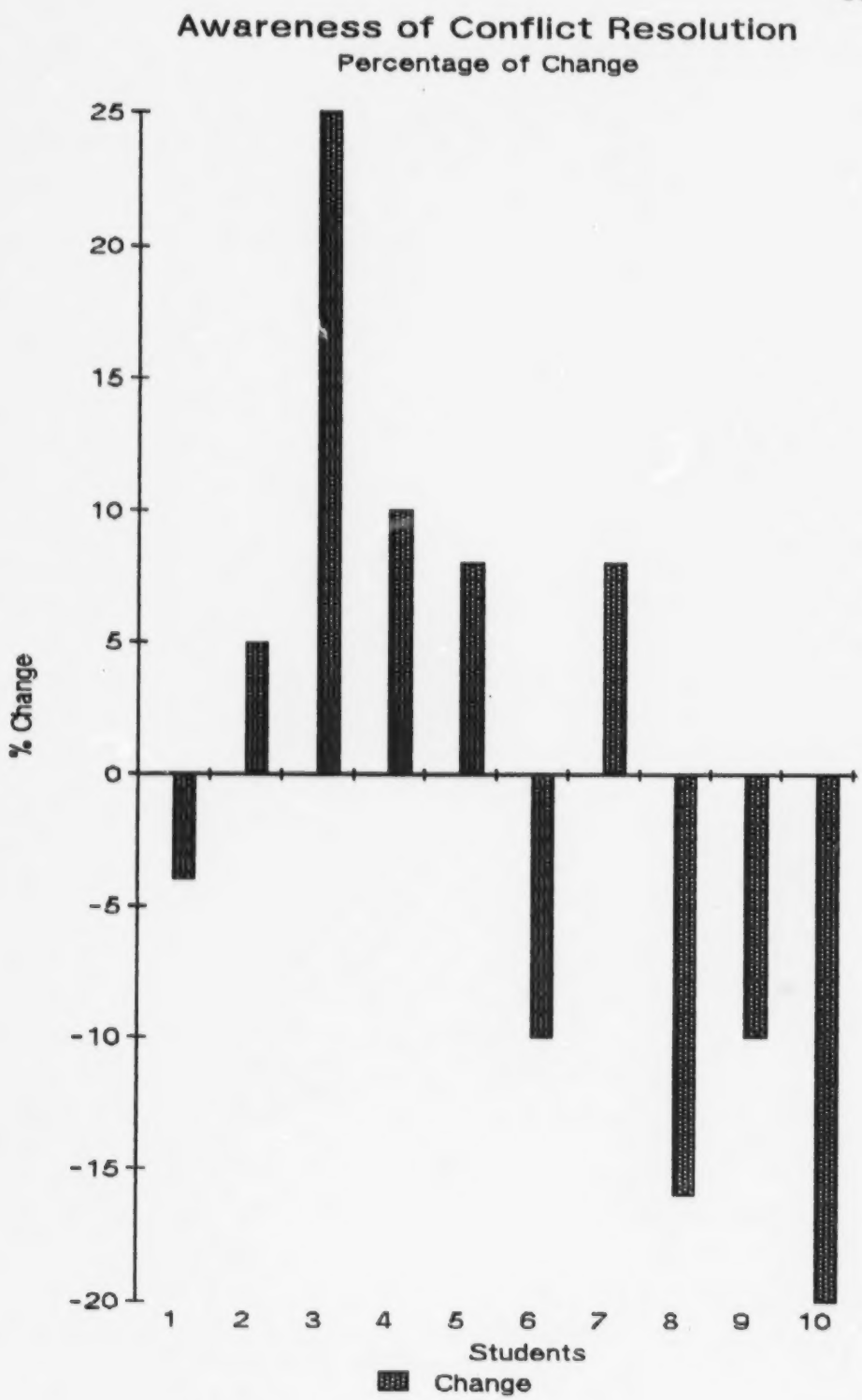

Awareness of Conflict Resolution
Percentage of Change
25
20
15
10
5
0
-5
-10
-15
-20
% Change
1
2
3
4
5
6
7
8
9
10
Students
Change

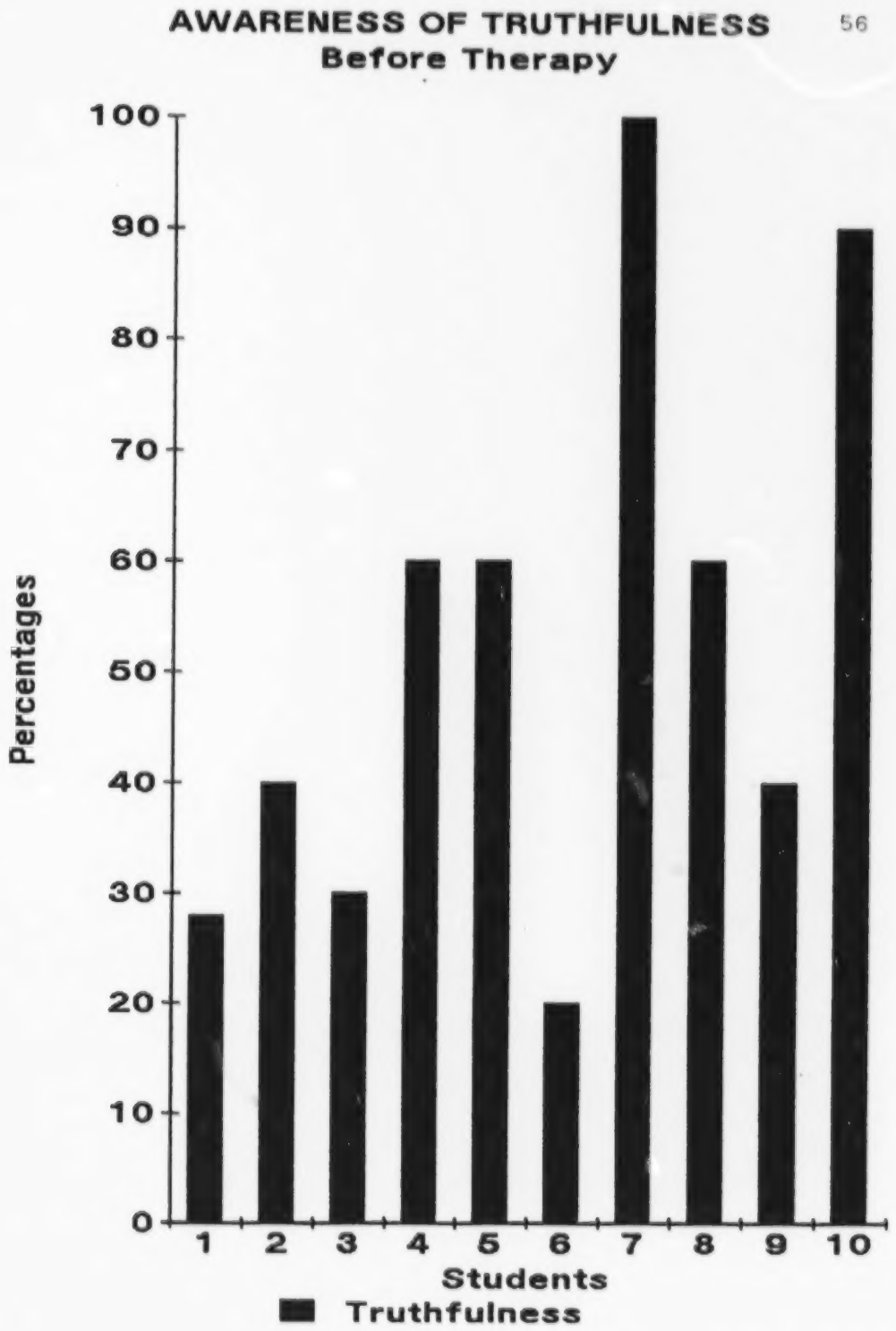
Table 4

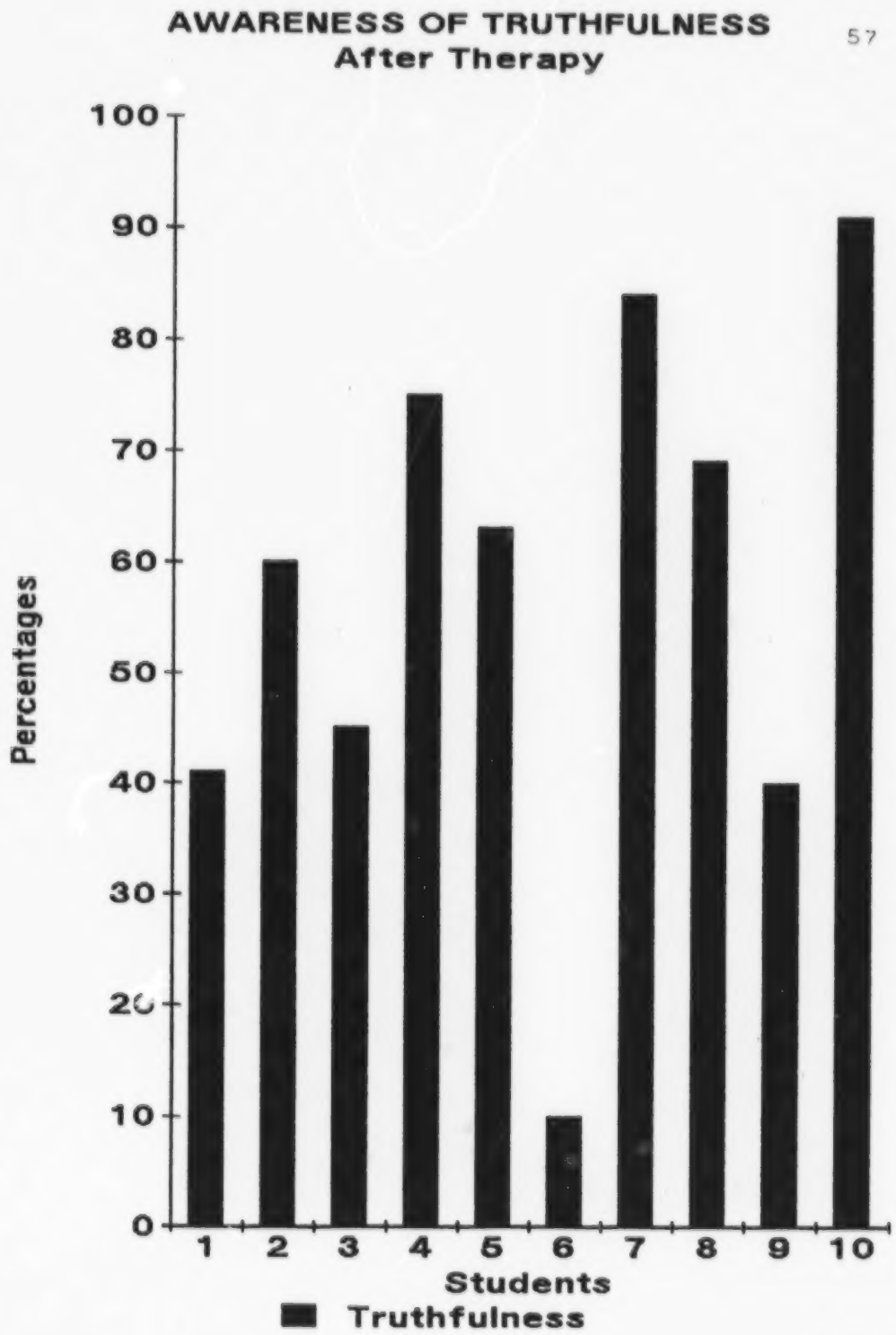
Awareness of Truthfulness

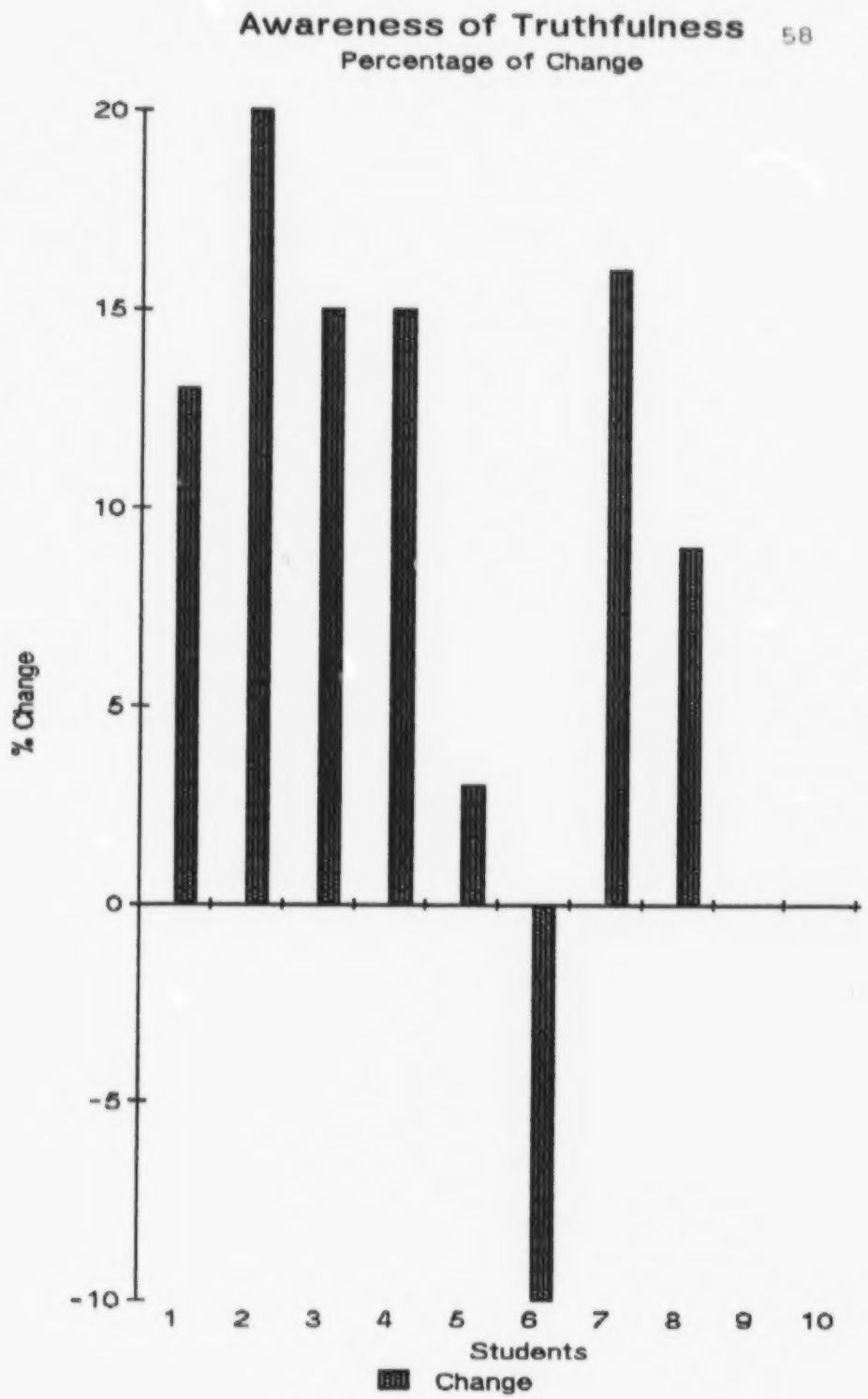
Students	Before	After	Change	Goal Met?
1	28%	41%	13%	
2	40%	60%	20%	*
3	30%	45%	15%	
4	60%	75%	15%	*
5	60%	63%	3%	*
6	20%	10%	-10%	
7	84%	100%	16%	*
8	60%	69%	9%	*
9	40%	40%	0%	
10	90%	90%	0%	*

The goal of 80 percent of the target population achieving 55.75 percent awareness of truthfulness after the 12 weeks of bibliotherapy was not met. The group achieved 50 percent awareness before the therapy and 60 percent after the therapy, a growth rate of 10 percent. Far more encouraging to the writer was the fact that 90 percent of the target group showed no loss in awareness of truthfulness, 70 percent showed a gain in awareness of truthfulness.

The following two graphs represented awareness percentages before and after therapy. The third graph represented the percentage of change exhibited by individual students in the area of awareness of truthfulness. In the area of awareness of truthfulness, the students showed the greatest gains of any of the four objective areas. Seven of the target group students showed positive growth from three to 20 percent, two students showed no growth, one student showed negative growth of 10 percent. The writer and mainstream teachers of the target population strongly agreed on the importance of growth in the area of awareness of truthfulness after 12 weeks of bibliotherapy.


AWARENESS OF TRUTHFULNESS
Before Therapy
56
100
90
80
70
60
50
40
30
20
10
0
Percentages
1
2
3
4
5
6
7
8
9
10
Students
Truthfulness


AWARENESS OF TRUTHFULNESS
After Therapy
100
90
80
70
60
50
40
30
20
10
0
Percentages
1
2
3
4
5
6
7
8
9
10
Students
Truthfulness


Awareness of Truthfulness 58
Percentage of Change
20
15
10
5
0
-5
-10
% Change
1
2
3
4
5
6
7
8
9
10
Students
Change

The percentage of change exhibited by individual students was of great interest. The practicum addressed the target group percentage as a whole, while the classroom teacher would look to the individual changes to note improvement or decline in student awareness. The writer was able to perceive changes in individual students in the target population which had little to do with the bibliotherapy.

The practicum did not meet the projected numerical objectives set forth. In retrospect, the expectations for success were too ambitious for attainment without respect of individual situations. A great deal of success was observed by the writer and assistant principal. Student interaction, exchange of ideas, expression of thought and verbalized awareness became more prolific with each implementation session. The lack of success of practicum goals, on paper, does not reflect negatively on the students nor the bibliotherapy. The success of the practicum comes then in the individual growth of students in the target group regarding awareness of stated objectives.

CHAPTER V

Recommendations

The numerical expectations and amount of implementation in the practicum were too ambitious. The writer implemented twice daily for 12 weeks, excluding second graders on Tuesday mornings, which was replaced by Student Study Team. The writer followed two implementation plans, one for second graders and one for fifth graders to meet the requirement of 10 students as the target group.

The writer began the project to develop awareness in the objective areas and to develop a dialogue between the writer and target group students, and between student and student. The writer considers the goals achieved, not only in the growth of awareness that occurred, but also in observed interaction between the students. The primary recommendation was to use the practicum as a curriculum for behavior awareness with Emotionally Handicapped students over a long period of time, starting with the students' earliest

experiences in the EH program. The writer also recommended using the therapy over a longer period of time than the suggested 12 weeks, allowing even more time for discussion and writing follow up.

Much of the literature selected was from the recently adopted whole language, literature driven basal reading series adopted at the county level. The literature can be used as a behavior awareness and attitude development component within the mainstream, as well as with the targeted population of the practicum. A workshop on the additional use of the reading series materials, presented by the writer, was proposed by the administrators to further utilize the materials available as a behavioral adjunct to the mainstream curriculum. An additional recommendation was received for the writer to submit the practicum and results to the publishing company of the literature series to enhance the curriculum possibilities developed from the basal materials.

A final recommendation with the most far reaching implications was for the writer to further develop the practicum into other needed areas of awareness for the target population of Emotionally Handicapped students

and submit same for consideration as a curriculum for the county school system as well as others. The writer anticipated the concept could be continually and creatively improved and broadened through further implementation and development. The writer's enthusiasm for the project, as well as the enthusiasm of others observing the therapy, increased continually throughout the implementation. The sharing of the use of bibliotherapy with other students and educators will continue. Continued development of the project will be accomplished by the writer as a basis for an EH curriculum.

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Appendices

Appendix A

Student Contract Sample

XXXXXXX ELEMENTARY SCHOOL
BEHAVIOR CONTRACT

Name: _____

Date: _____

	M	T	W	TH	F
1. Works with others without getting into arguments or being argumentative					
2. Stays out of others' conflicts					
3. Shows physical self-control					
4. Doesn't invite confrontations or conflicts					
5. Lets conflict go when it's over					

Comments: _____

_____

_____

_____ _____

Teacher signature Student signature

1 = Almost Never
2 = Sometimes
3 = Often
4 = Very Often
5 = Almost Always

Appendix B

Target Behaviors Survey/Results

I am asking your cooperation in filling in the attached survey for your EH students. Below are definitions of each isolated term on this survey. Use a rating of 1-8, 8 being the most needed area of awareness. I appreciate your cooperation in this matter.

Responsibility: completed homework, completed classwork, being responsibile for our actions, how we treat others, logical and natural consequences, how our behavior affects others, rights of others, respecting others' rights, making decisions

Friendship: sharing, keeping promises, not being jealous, rejoicing in another's success

Cooperation: sharing, taking turns, listening to others, handling rivalry and competition, feeling of belonging and contributing

Conflict Resolution: resolving conflicts for self, letting conflicts go

Respecting Others: others' rights and property, helping others, concern for others, appreciating differences among people

Diligence: perseverance, hard work, persistence

Self-Esteem: feeling of self worth

Truthfulness: not lying, cheating or stealing, justice, fairness, endorsing democratic values

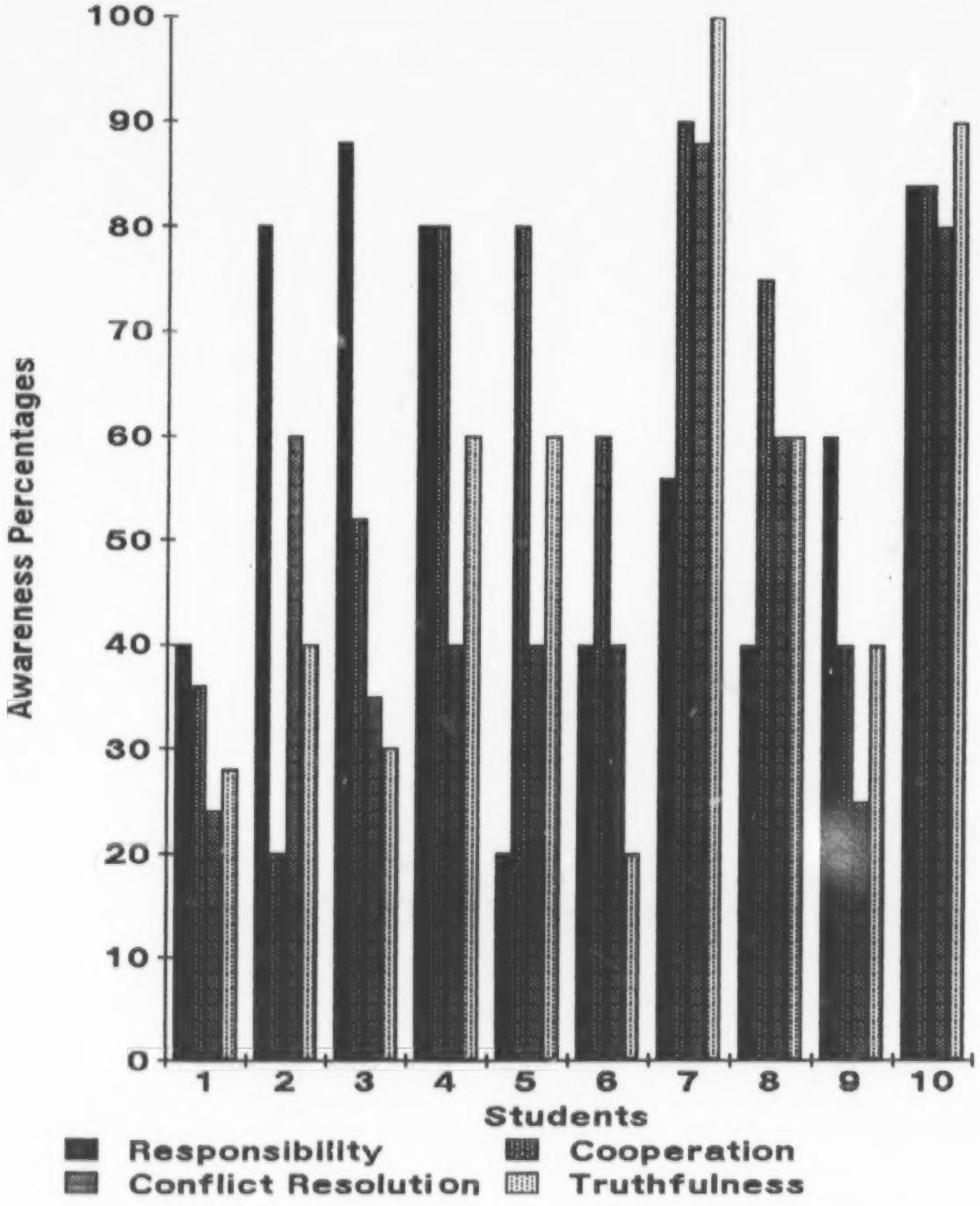
RESULTS

The four areas receiving the highest ratings were the target behaviors/objectives chosen.

Responsibility:	47
Friendship:	16
Cooperation:	32
Conflict Resolution:	28
Diligence:	12
Self Esteem	8
Truthfulness	42

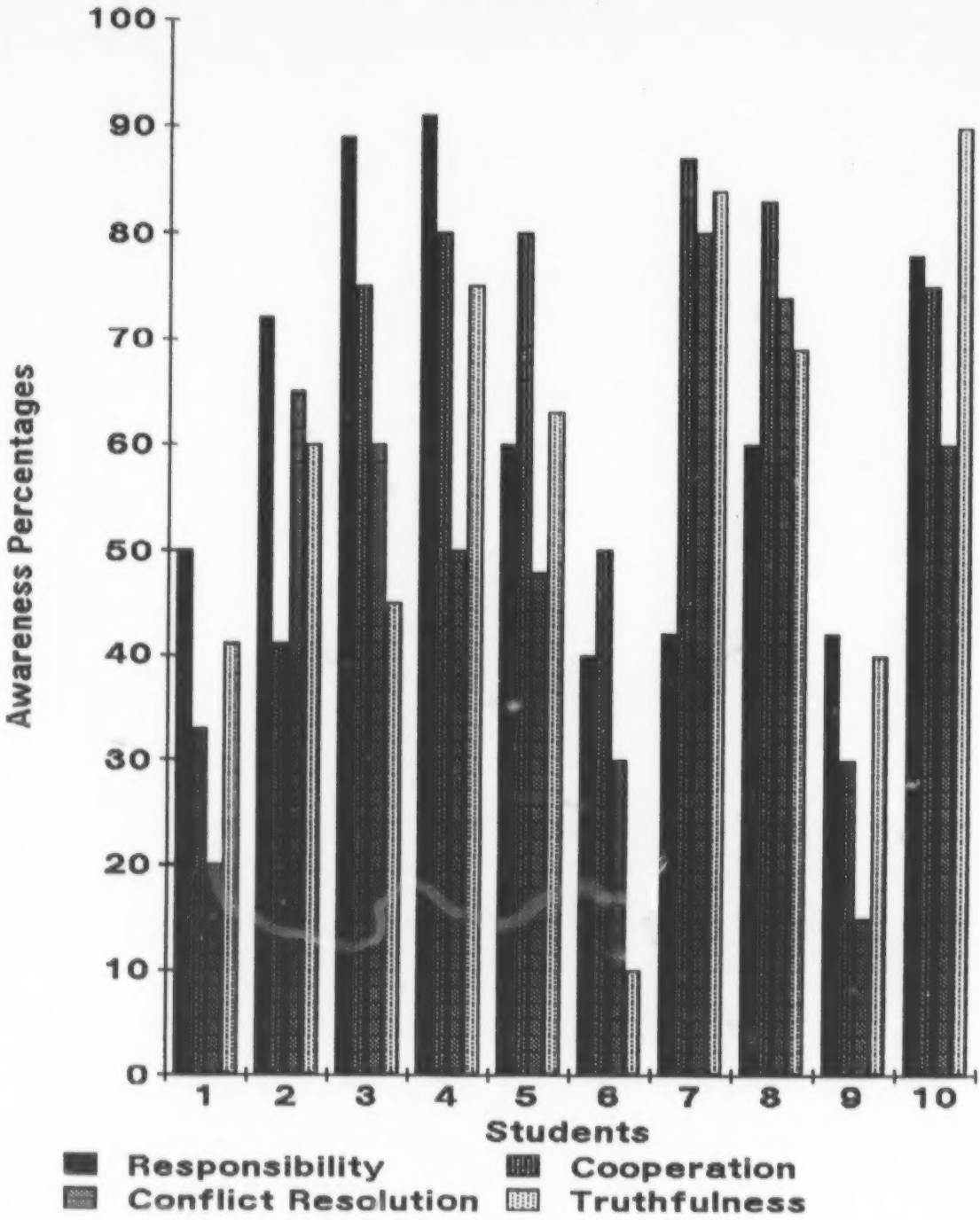
Appendix C

DAILY BEHAVIOR CHART
Before Therapy



Appendix C

DAILY BEHAVIOR CHART
After Therapy



Appendix D

Awareness of Objectives

Daily Behavior Data Collection Chart

Name: _____

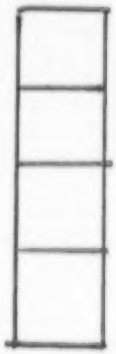
Date: _____

1. Responsibility

2. Cooperation

3. Conflict Resolution

4. Truthfulness



Appendix E

Critical Thinking Questions: Responsibility

When the Boys Ran the House

1. Do you think the boys ever doubted their ability to manage while their mother was so ill?

2. Can you think of some incidents which lead you to believe the boys could be cooperative and responsible?

3. What do you think some of the disadvantages were in being the oldest like Jut?

4. Do you think the older boys, Jut and Marty, handled punishment situations fairly for Nick? What would you have done differently?

5. How would you like to be a parent stand-in for a little brother? At school? Would you do it under the circumstances?

6. In comparison, what are the differences between Jut and Marty as people?

7. After the grocery store incident, Jut didn't care about Nick's apology. Was it enough for Nick to apologize? Why or why not?

8. In what ways did Jut and Marty sound like parents when Gus ate the goldfish?

9. In today's world, eleven years after this story was published, what would be your first thought about a child lost at a large stadium?

10. What change do you think is happening in Jut's thinking about hunting at 12 years old compared to his thinking about it at 10 years old?

11. Why would someone lie about a pet being spayed? Why not tell the truth?

12. What do you really think is would be like to be the parent with all that responsibility all the time?

Arthur, For the Very First Time

1. Why do you think Arthur constantly made notations in his notebook?

2. What were some of the problems faced early on by Arthur and his mother and father?

3. What do you think the author meant when she said,"From the moment that Arthur walked in the front door, he was a new character...a willing captive in the life story of his aunt and uncle."?

4. What do you think Arthur meant when he wrote in his diary that Uncle Wrisby and Aunt Elda were scatty?

5. What kind of relationship do you think Uncle Wrisby had with Bernadette?

6. Is Moira like anyone you know? How would you describe her as a person? Do you like her?

7. Arthur knew a family secret his parents hadn't shared with him. How do you think he found out about it?

8. How were the book about pig birthing and Arthur's letters from his parents similar?

9. Arthur questioned himself about why he was building Bernadette a birthday pen--why do you think he was?

10. Was Arthur's lifestyle with his aunt and uncle different than at home? What do you think he learned from his summer experience?

Two Bad Ants

1. What was the crystal they were after that pleased the Queen Ant?

2. Why did the ants decide to stay behind and not go back with the others?

3. Was staying behind a good choice? What were the consequences of their choice?

Pierre

1. Why do you think Pierre constantly used the phrase,"I don't care!"?

2. What do you think this book has to do with learning about responsibility?

Love You Forever

1. Do you think the mother picked her son up as a teenager and as a man and rocked him? What did that mean?

2. If our moms and dads didn't hug and love us, would we grow up and hug and love our children? Why or why not?

William's Doll

1. Why are young boys called a sissy when they want or like a baby doll or stuffed animal, and yet when they grow up, they are expected to be loving fathers?

2. Why do you think William's grandmother understood?

What's Claude Doing?

1. Why couldn't Clause go with his friends to get bones, meet the school bus or chase cats?

2. Was Claude responsible? How?

Charlie Needs a Cloak

1. What did Charlie do to get a cloak?

2. Was he being responsible?

The Berenstain Bears Don't Pollute (Anymore)

1. What do you predict will happen if we ignore the ideas about pollution in this book?

2. What do you do to do your part to fight pollution?

Clean Your Room, Harvey Moon

1. Do you think Harvey showed responsibility when he was asked to clean his room?

2. Why didn't he clean his room the way he was asked to?

How My Parents Learned to Eat

1. What were both people afraid to do when they met?

2. Why are we afraid to try something we've never done before in front of someone else?

Beauty and the Beast

1. What was different about Beauty as compared to her sisters?

2. What do you think the phrase "Look deep into others' beauty to find your happiness" means?

3. Was there really a beast or does the message of the story tell you something else?

Appendix E

Critical Thinking Questions: Cooperation

Sign of the Beaver

1. How would you feel in Matt's place, alone, waiting seven weeks for the return of your family?

2. Would there be any difference in your attitude is a stranger like Ben came along?

3. How could you manage alone and survive? What would be difficult?

4. Can you explain what "sign of the beaver' meant to Attean?

5. Do you think Matt would have been in great danger from the bee stings if the Indians hadn't rescued him? What could have happened?

6. What kind of relationship did Matt and Attean have? Did they need each other? Why do you think that?

7. Did Matt have an important role in killing the bear? What did he finally get from Attean?

8. What were the feelings of the Indians toward the whites? The whites feelings toward the Indians? Is there one word you can think of to describe it?

9. Why was his rescue of Attean's dog a significant turning point for Matt?

10. What do you think manitou meant for Attean and Matt? Did they both reach it?

The War With Grandpa

1. How do you think you would feel being moved out of your room and into someone else's?

2. What differences did Peter notice about Grandpa from when he used to visit him to the time he moved in with them?

3. What were your feelings about Peter as we read about his attacks against Grandpa?

4. What do you think psychological warfare means? How will it be used?

5. What reason do you think Grandpa had to slap Peter?

6. What were Peter's war tactics against Grandpa? Why did he choose them?

7. What do you think Peter learned about war?

8. What do you think Grandpa and Peter learned in resolving their differences?

9. Were there any good things that came of the war?

10. Can you decide what one of the most important lessons of the story was?

Swimmy

1. Why do all the little fish beat the big fish? How does Swimmy help?

It's Mine!

1. Why do you think the frogs quarreled over everything in the beginning?

2. What do you think they learned from almost losing their island in the big rain?

Frog and Toad Are Friends

1. What kind of relationship so Frog and Toad have?

2. Why does Frog help Toad? What does he do?

3. Why does Toad help Frog? What does he do?

4. Can you have a friendship without cooperation? Why or why not?

Goggles

1. In what ways was cooperation important to the boys?

2. Why does the dog help?

The Patchwork Quilt

1. Why would people have to cooperate to make a patchwork quilt?

2. What would happen if they didn't cooperate?

The Grouchy Ladybug

1. How would you describe the ladybug? Why is she grouchy?

2. What do you think the Grouchy Ladybug finally learned?

Johnny Appleseed

1. What do you think was the reason that Johnny traveled and cleared land for orchards?

2. Why did people cooperate with Johnny along the way?

Stone Soup

1. Why do you think the villagers did not want to give Molly and Max food or lodging?

2. By proposing stone soup made by their recipe, what lesson did everyone learn?

Brother Eagle, Sister Sky

1. Think of as many reasons as you can to tell me why this book is about cooperation.

See You Tomorrow, Charles

1. What do you think the teacher meant when she asked Danny to "knock out" his math?

2. Should the children have protected Charles or treated him like everyone else?

3. Could Charles take charge and help his friends?

4. What would you say about Anna Maria's character?

Today Was A Terrible Day!

1. Why did he have a bad day? What could make it better?

Appendix E

Critical Thinking Questions: Conflict Resolution

Homer Price

1. Why was Homer able to trap the robbers?

2. Are super heroes super or are they ordinary problem solvers like Homer?

3. What would you have done to stop the doughnut machine from continuing to make doughnuts?

4. Why do you think Miss Terwilliger was clever?

5. Why do you think Homer thought the invention might be harmful?

Five-Finger Discount

1. What do you think about how Jerry acquired the materials for his tree house?

2. What will the other kids think of Peter if he doesn't pay off Troller, the blackmailer, and everyone finds out about Peter's dad?

3. Do you think his plan for solving the Troller problem is a good one? What other way might he solve it?

4. Do you think his last minute solution will work?

5. What do you think the title "Five-Finger Discount" means?

6. What did you think when you found out what it meant?

7. What do you think Jerry's dad's chances are for leading a straight life?

Who Hates Harold?

1. Was Harold interpreting Stephan, Donna and Sophie correctly in the beginning? Why or why not?

2. What do you think Phillip was doing when he stood on the desk and shouted "Who hates Harold?"

3. What kind of boy is Daniel?

Alexander and the Terrible, Horrible, No-Good Very Bad Day

1. Does is matter where we go? Can we get rid of bad times?

2. How can we resolve those days?

The Hating Book

1. Can you figure out why they were having trouble?

2. What did they have to do to resolve the conflict?

The Berenstain Bears Get in a Fight

1. What went wrong, the Bears couldn't get along?

2. Should we look for ways to resolve differences without fighting?

The Berenstain Bears Trouble at School

1. What was Gramps trying to tell Brother when he showed him the wagon in the swamp and told the story?

2. Is it ever too late to correct a mistake?

The Berenstain Bears Trouble with Friends

1. Can you relate situations where you have learned to compromise to play peacefully with a friend?

2. Is it better to play alone than with a friend?

The Pain and the Great One

1. What do you think "The Great One" thinks of "The "Pain"?

2. What do you think "The Pain" thinks of "The Great One"?

"The Silent Lobby"
1. What would it feel like to be black and not be allowed to vote because of your color? (Brainstorm together to answer this question.

2. When laws are made, do you think that means bad or wrong things won't happen?

3. Can you explain why their silent lobby might have changed votes?

"The Peaceable Kingdom"
1. What does the picture represent to you?

2. Can there ever be a peaceable kingdom?

Appendix E

Critical Thinking Questions: Truthfulness

Otherwise Known as Sheila the Great

1. How would you describe the relationship between Sheila and her sister, Libby?

2. Is Sheila as tough as she wants everyone to think? Why do you say that?

3. What do you think Mouse thought of Sheila when Sheila's mother announced that she had to go sign up for swim lessons?

4. Are there two Sheilas? Can you describe them?

5. Brainstorm a list of words to describe Sheila and what she is like.

6. Why do you think Sheila tried to do the newspaper project entirely on her own?

7. Mouse gave Sheila an opportunity to admit and talk about her fears. Why do you think Sheila didn't talk?

8. Why do you think Sheila finally admitted to Marty that she was afraid to put her head in the water?

9. What did the hayride event prove to you about Sheila?

10. Would you respect and trust a person like Sheila? Explain your answer.

On Your Honor

1. What would keep Joel from simply telling Tony that he didn't want to go to the park?

2. Did you think Joel was scared to climb the bluffs and swim in the river, and that Tony was brave? Why or why not?

3. What were the traits in Tony's character that led him to want to climb the bluffs or swim in the river, both notoriously dangerous places?

4. What would have drawn Joel home, when he at first decided not to go home?

5. What do you think the implied lies were in this story?

6. What role did Joel play in Tony's fate?

7. What things would you have done differently than Joel did?

8. With whom did you feel the most sympathy, and why?

Sam, Bangs, and Moonshine
1. How did Sam's stories effect Thomas and Bangs?

2. Why do you think Sam made up and told those stories?

"The Stupid Joke"
1. In what way was Frederick playing out a lie?

"Tar Baby"
1. How did the Tar Baby's lie get him what he wanted?

2. Do lies usually help you in the end?

The Big Fat Enormous Lie
1. Why does a lie grow bigger?

2. If we lie, we get in trouble twice. Why?

Liar, Liar Pants on Fire
1. Did Alex choose the right way to make friends?

2. What was his lie?

3. What was the truth?

The Berenstain Bears Tell the Truth
1. Why is a lie hard to remember exactly as it was told?

2. Why can't you put trust back together like a broken lamp?

The Boy Who Cried Wolf

1. Why didn't people believe Willy when the wolf was really chasing him?

2. At what time did Willy cry "Wolf"?

3. Would the truth that changed the ending of the story? How?

Peter and the Wolf

1. How did Peter push the limits of the truth?

Strega Nona

1. Can you decide what the lie is in this story?

Pinocchio

1. How did Pinocchio's lie show?

2. Do your lies show?

"Sick"

1. What lets you know that the illness is not real?

"True Story"

1. Do you think this is a lie or an exaggeration? Why?

Appendix E

Critical Thinking Questions: Culmination

1. Give me two examples from the books I read to you that show you how to be responsible.

2. Give me two examples from the books I read to you that show you how to cooperate.

3. Give me two examples from the books I read to you that will help show you how to resolve conflicts.

4. Give me two examples from the books I read to you that show you why truthfulness is important.